

Federation proposal – for publication on the consultation pages on both schools' websites

Identity

A. Name of Federation

1. The Federation Working Group has agreed the following working title but will invite alternative suggestions as part of the consultation on the proposal to federate:

Learning for Life Schools

Where the Magic begins!

B. Vision and core aims/principles

Context

2. Sandy Lane and Steeton Primary Schools are each proud of their distinct branding and the ethos that makes them unique. They are equally proud of their teaching and learning, which are designed to provide to **all** children an engaging, purposeful curriculum that inspires, motivates, challenges and excites them. The schools believe that providing their pupils with a wide range of experiences will develop their cultural capital and enhance their learning and personal development to help them become successful, confident learners and well-informed, active citizens of the future.
3. In each school, all year groups have a broad, balanced and engaging curriculum that is tailored to the collective and individual needs of their children. Leaders have carefully researched and thought about these needs and have planned a series of themes that provide excellent learning opportunities where children can develop their basic and creative skills, enjoy exciting real-life experiences and make strong progress.
4. It is the intention of both schools to provide their children with the best, first-hand experience that will engage their interests and drive their learning with a key purpose.
5. The existing partnership between the three schools has shown a real and tangible impact on the schools, including:
 - the emergence of Sandy Lane from consecutive Requires Improvement judgements;
 - shared curriculum development; and
 - the successful launch of Sandy Lane's new Nursery.
6. The Governing Bodies look forward to demonstrating the impact of the improvements brought about through the partnership to Ofsted. In the meantime, they have been pleased by the positive feedback from recent Local Authority "mini-Ofsted" reviews of Steeton and Sandy Lane and the Ofsted report of November 2023 at Steeton which said that there was evidence to indicate that if it had received a section 5 inspection it would be Outstanding.

Why federate?

7. We believe that federation will lead to better outcomes for every child within the federation.
8. A federation of schools will allow the partnership to continue to share curriculum expertise across all the schools and enable the schools to use their collective resourcing capacity so that all children can access more learning opportunities as a federation of schools than as a single unit.
9. Greater opportunities for pupils include – the ability to extend provision such as sports, language and music, by procuring as a federation specialist provision that schools are unable to offer alone. There is

also the opportunity for schools to share access to facilities across school sites: for example a shared minibus or two would significantly reduce the cost of school visits and would be a game changer in terms of the development of pupils' cultural capital, a key driver for the Learning For Life curriculum.

10. Greater opportunities for school staff to work together – teachers plan amazing lessons for pupils. Sharing expertise and ideas across both schools, through joint planning and training activities, has already been beneficial to each school within the existing partnership. Staff feel supported by a friendly network bigger than their own school. Becoming a federation formalises and strengthens these arrangements. Teachers will moderate work across the federation to ensure that the children in each school are producing work of the highest quality.
11. Stronger leadership and management – a federation provides opportunities and reminders that the schools' children are central to the core mission. That is: to fulfil their potential using a richly creative curriculum, to ensure that no child is left behind, and to give children the skills and confidence to unlock the opportunities to make the best of their unique talents in future education and employment. School leaders already work together towards this common purpose, creating opportunities within their own schools. Federating will allow leaders to grow federation-wide opportunities from which every child can benefit.
12. Shared expertise and collaboration – federating gives schools greater opportunity to share expertise. For example, strong provision for pupils with special educational needs and disabilities in one school can be drawn upon by the other schools in the Federation. There may also be scope for joint curriculum planning and assessment. Mixed phase federations may also provide a more consistent learning experience for pupils where, for example, primaries can better understand the curriculum that pupils are taught in their secondary school.
13. Strengthened governance – all schools within a federation are governed by one Governing Body, which is better positioned than individual governing bodies to take a strategic overview and carries greater weight with stakeholders. Instead of Governing Bodies, a School Development Body (SDB) will be established for each school to protect and enhance individual schools' characteristics and vision, while driving forward school improvement and ensuring that each child gains full advantage from the Federation.
14. Strengthened reputation – the Federation will be able to draw on the “selling points” of the individual schools to present a strong combined picture that attracts other schools in need of support, so increasing the income stream that the schools currently generate individually. A federation would also enable us to develop a collective reputation as leading thinkers in education, and support any decisions, in time, to pursue options such as forming a School Centred Initial Teacher Training facility (SCITT)
15. Efficiencies that lead to cost savings – federations can make use of greater purchasing power and have more opportunities to share administrative personnel and systems such as school business management and HR, so freeing school leaders to focus on teaching and learning. The Federation Working Group sees these as a benefit of, but not a primary driver for, federation.

Alternatives to federation

16. Before the Governing Bodies decided in principle to federate, they considered the outcome of a detailed review of options conducted by Sandy Lane Governors. That review identified the following options:
 - Option A - 'Do Nothing' – maintain current status
 - Option B - Establish a new Multi Academy Trust (MAT)
 - Option C - Enter an existing Academy Trust
 - Option D - Establish a federation
 - Option E - Join a Bradford Council Trust if one is established

17. For the following reasons, Sandy Lane GB considered that Option D, establishing a federation, should be explored further:

- the desirability of establishing a governance structure that was more fitted to the developing partnership arrangement with Steeton and (at that time) Myrtle Park in terms of accountability and efficiency;
- the unviability of Option B (establishing a MAT) in light of government policy not to approve the formation of MATs by small groups of primary schools; and
- the desirability of forming a visibly robust multi-school structure that could develop a strong reputation as a partner for, and a provider of services to, other schools.

Steeton GB also agreed that Option D should be explored.

C. Governance structure – the following proposals are summarised at Annexes A and B

Role of the Federation Governing Body

19. To set the overarching vision and strategic direction of the Federation and ensure fidelity to them over time.
20. To formulate, drive and monitor the impact of an overarching Federation Development Plan that embodies the principles at section B of this paper and includes regular checking that:
- both schools are benefiting from membership of the Federation as envisaged, including checks and balances to ensure that both schools are treated fairly;
 - the schools and the Federation itself are adhering to the principles;
 - the schools are contributing to the Federation in terms of partnership opportunities and buy-in to the ethos;
 - the individual School Development Plans collectively ensure delivery of the school-focused elements of the Federation Development Plan; and
 - the Federation is leveraging the strengths and reputation of the schools, individually and collectively, to engage external partners, influence national and local educational policy and thinking, and realise the benefits of collective purchasing.
21. To monitor the quality of governance across the Federation and provide support as necessary.
22. To support continuing school improvement across the Federation's family of schools, including through:
- termly SDP review meetings with the EHT and Head of School to monitor progress against SDP milestones and agree next steps;
 - EHT reports to the Federation Governing Body that this has been done, highlighting exceptional successes or need for Federation intervention/support; and
 - EHT attendance at the meetings of each local GB at least twice per year (this would need to change over time as more schools join the Federation).
23. To hold the EHT to account for the performance of the schools – including:
- outcomes, budgets etc; and
 - RAG-rated milestones for each school's SDP, based on that school's Link SDB member meetings.
24. To identify and pursue opportunities for the Federation to relieve schools of administrative work, thereby contributing to the core purpose of teaching and learning through:
- freeing staff time; and
 - maximising economies of scale.

25. To determine priorities for development of the Federation and each of its schools over the medium to long term, including, for example, development of premises at one school, tackling poor attendance at another etc
26. To establish a **School Development Body** (SDB) for each school that:
- maintains the unique identity of each school and its relationship with its local community;
 - has a high level of decision-making power in the running of the school's day to day business, including determination of its curriculum, resource planning etc;
 - has its own School Development Plan (SDP) that reflects the Federation Principles as a golden thread, includes the costs of delivery and is approved by the Federation Governing Body;
 - has its own system of Link SDB members, working through minuted meetings, to hold the Head of School to account for delivery of the SDP and monitor SEND, Safeguarding and Looked After Children;
 - oversees a school marketing/promotion strategy within the framework of a wider Federation strategy; and
 - reports through the EHT to the Federation Governing Body.
27. The Working Group envisages that the SDBs will consist of seven to nine members including parents, staff and co-opted members. This should be sufficient to appoint link SDB members to cover the various areas of the SDP and SEND, Safeguarding and Looked After Children.
28. The Working Group envisages that, with increasing centralisation of purchasing and management systems, the appointment in due course of a finance professional to support Heads of School with budget management, and oversight through a Federation Resources Committee, there will be no need for Development Bodies to have individual Resources Committees.

Committees

29. A Federation Resources Committee to oversee finance across the Federation and its schools – including:
- ensuring that the finances and other resources (eg premises, ICT) of the schools and the Federation as a whole are strategically managed to maximise the benefit to all pupils;
 - giving effect to the principle of equity between schools;
 - realising the benefits of shared procurement and economies of scale;
 - developing a risk management strategy for the Federation and its schools – this might include risk management templates created at Federation level with risk assessments carried out in each school and reported back to the Federation Governing Body or committee;
 - Federation-wide policies related to finance, staffing, operations;
 - ensuring the adoption and consistent use of Federation-wide management information and other systems (including pupil progress and attainment; pupil and staff attendance; behaviour; finance) to enable the Federation Governing Body and its Committees to provide robust and comparable information on which to base strategic decision-making;
 - a Federation-wide approach to capital investment; and
 - a Federation marketing/promotion strategy
30. A Federation Development Committee that:
- ensures that the schools deliver first class provision and continually improving outcomes for all pupils;

- monitors progress against school SDPs through receipt of RAG-rated monitoring milestones from the EHT, based on the outcome of Link SDB member meetings with Heads of School;
 - oversees the development of strategic thinking by the EHT and Heads of School taking account of, and seeking to influence, emerging national and local developments in educational policy and pedagogy;
 - oversees a robust mechanism for supporting schools that are underperforming, whether one of its own schools or a new partner school being supported by the Federation;
 - facilitates the sharing of good practice and moderation across the schools; and
 - oversees the adoption of tools to support staff wellbeing and performance (eg the use of LBQ¹).
31. It might be that the Resources and Development Committees could be combined into an Executive Committee in due course.
32. A Performance Management and Pay Committee consisting of three Federation Governors, advised by an external adviser, to:
- determine the salary range of the EHT, Head of School and Deputy Headteacher posts;
 - performance manage the EHT;
 - determine the pay of the EHT; and
 - approve the recommendations of the EHT on the performance management pay awards of any central team staff that might be employed in future.
33. A Hearings Committee to act as final court of appeal (other than the Secretary of State) for all types of hearing, including complaints, capability, discipline, grievance, permanent exclusion. Detailed policies will need to be worked up, but the principle would be that:
- investigations should be conducted or commissioned by the Head of the school concerned or the EHT if the matter relates to the Federation as a whole;
 - if the matter relates to the Head of School, any investigation should be conducted or commissioned by the EHT;
 - where a matter requires a Federation Governing Body or SDB hearing:
 - all types of case except those against the EHT should be heard by the School Development Body of the school concerned;
 - cases against the EHT should be heard by the Federation Hearings Committee;
 - appeals should be heard by the Federation Hearings Committee; and
 - all stages should be carried out with the advice of the Federation's or SDB's HR advisory service.
34. The Federation Working Group considered the merits of establishing a Federation Scrutiny Committee to question the Federation Governing Body about its use of the centralised powers it holds – similar to a Parliamentary Select Committee. It concluded that the checks and balances inherent in the delegation and reporting arrangements made such a committee unnecessary at the outset, but that this decision should be reviewed if and when the Federation admitted additional schools.

¹ LBQ – Learning by Questions: a classroom app with curriculum-aligned question sets, immediate feedback, automatic marking and instant insight to enable targeting of interventions

Named, Link and Specialist Governor roles

35. At present, each Governing Body has appointed governors to oversee various aspects of school life. This includes the statutory roles of:
- Named Governor for Child Protection and Safeguarding
 - Named Governor for SEND
 - Named Governor for Children Looked After.
36. Each Governing Body has also appointed SDP Link Governors to oversee specific areas of their School Development Plans.
37. The FWG proposes that the Federation Governing Body should have a similar structure of Named and Link Governors. It has considered whether, in the interests of minimising duplication and maximising efficiency, some or all of the Federation-level Named and Link Governor roles could replace some or all of the school-level roles. On the basis of discussions with other governors and school staff, it recommends that, in the first instance, School Development Bodies should appoint their own Named and Link SDB members, for the following reasons:
- Governors highly value their Named and Link Governor roles as ways to engage in more meaningful dialogue with the school and its staff and to contribute to the development of leadership thinking rather than simply considering proposals brought forward by leaders.
 - Staff welcome the greater depth of conversation that they can have with governors due to the enhanced level of governor understanding of their school brought about through the Named and Link Governor roles.
 - Most of the Named and Link Governor roles are substantial and a number of governors and staff have expressed concern about whether they would be as effective if they were spread across schools.
 - While the overall areas covered by the existing Named and Link Governors are common to both schools, the issues faced by each school are different. Concern has been expressed that the individual needs of each school and its pupils would receive less attention if the Named and Link Governor roles were shared across schools.
 - To remove these essential roles from schools, at least in the first instance, could be seen as weakening the responsibilities and autonomy of the schools.
38. The FWG envisages that the Named and Link SDB members in each school would continue to provide the school-specific challenge and support that they currently provide; and that their Federation-level counterparts focus on the common themes affecting both schools, including by raising common issues with the LA or others on behalf of the Federation and its schools. It further recommends that the Federation Governing Body keep this decision under review in light of experience.

D. Size and constitution of Federation Governing Body

35. Guidance recommends that Federation Governing Bodies should be no larger than required to carry out their functions.
36. The Federation Governing Body will consist of:
- 2 parent governors (elected by the parents of all three schools)
 - 1 staff governor (elected by the staff of all three schools)
 - 1 local authority governor
 - The Executive Headteacher

- 6 co-opted governors
37. The School Governor Service recommends that the Instrument of Government should include a provision that the Federation Governing Body will appoint each Head of School to their School Development Body as an Associate Member with voting rights. This would mean that:
- Heads of School would not be governors but would receive papers and have the right to attend and vote at their School Development Body's meetings.
 - Heads of School would receive papers and have the right to attend meetings of the Federation Governing Body. They:
 - would not have a right to vote at Federation Governing Body meetings; and
 - may be asked to withdraw for any discussions by the Federation Governing Body about a member of staff or individual pupil.
38. A draft Instrument of Government (IoG) is attached at Annex C. The local authority has indicated that it is content with the IoG.

E. Reporting structures

38. The Working Group recommends the following arrangements:
- The EHT to be accountable to the Federation Governing Body for both schools. This includes providing assurance to the Federation Governing Body on key aspects of school life such as safeguarding, SEND, attendance, SDP milestone monitoring, pupil numbers etc, highlighting exceptional successes or potential risks.
 - The Heads of School to be accountable to the EHT and to their SDBs.
 - The primary relationship for SDBs to be with their Head of School; the primary relationship for the Federation Governing Body to be with the EHT.
 - Chairs of the SDBs and Heads of School to have an open invitation to attend Federation Governing Body meetings as observers with speaking, but not voting, rights.
39. The Working Group envisages that there will be a number of “non-negotiables” for schools in the Federation. Examples might include common policies, use of common software (eg HCSS and other budgeting software, CPOMS, pupil data tracking software). Many of the benefits of federation arise from efficiencies such as common policies, and the Federation Governing Body must have information that is common across schools and presented to it in a timely manner – this requires both common systems and consistent usage. The schools are already working towards this.

E. Terms of Reference

40. The contents of the governance model at Annex A and schedule of responsibilities at Annex B will form the basis of Terms of Reference for the School Development Bodies (SDBs) and the Federation Governing Body's main committees. Delegations of powers will be considered once agreement has been reached on the financial matters set out at section G of this paper.
41. The Working Group recommends that the Terms of Reference for the School Development Bodies include a requirement for a SDB to give notice of any intention to withdraw from the Federation: a notice period of the remainder of the financial year, or six months if that is longer, is proposed.

F. In case of disagreement between a School Development Body and the Federation Governing Body

42. The Working Group envisages a corporate decision-making process that aims for consensus and under which any disagreements can be resolved before becoming major issues. Where disagreements persist, it envisages the use of options such as the agreement of derogations, opt-outs or delayed implementation. Every option to reach agreement would be considered, but the SDBs would not have a right of veto.
43. If a School Development Body were unwilling to abide by the Governing Body's decision, the only remaining step – and an absolutely final resort – would be to leave the Federation. The School Governance (Federations) (England) Regulations 2012 set out the procedure for a school to leave a federation.

Finance & operations

G. Sharing of budgets, facilities and other resources

44. Local authorities can allocate part or all of the schools' budgets to the Federation. There is a balance to be struck between relieving school leaders of administrative tasks such as budget management and maintaining the autonomy of schools and their Heads of School.
45. Discussions with the Bursar used by Sandy Lane (Bursar/SL)², who is also the Finance Director of a small Multi-Academy Trust (MAT), suggest that a high level of centralisation of back-office functions, particularly financial management, can be advantageous to all. As well as achieving savings through joint purchasing and efficiencies, such centralisation could relieve school leaders of much of the burden of financial and estates management, so allowing them to focus on teaching and learning while retaining control of their schools' budgets.
46. He is confident that substantial savings could be made by the Federation provided the central team has someone with the knowledge and capacity to identify and exploit the opportunities. With the agreement of this Federation Working Group, Bursar/SL was commissioned to work with the school Business Managers to review their budgets and contracts and advise on any immediate opportunities for cross-school savings.
47. Starting from September 2023 (ie before the proposed date of federation), the EHT will work with the school Business Managers through a series of monthly meetings to review each area of the schools' expenditure, identify and quantify opportunities for savings and efficiencies, implement those that can be realised rapidly and document/plan those that will take more time.
48. The aim would be to manage any savings in back-office functions through natural wastage, re-deployment and the distribution of central tasks as projects to be undertaken by school office staff on behalf of all Federation schools ("distributed central functions"). They will therefore take time to be realised and the Federation Governing Body and Executive Headteacher will need to develop, monitor and manage a strategy to ensure that they are in fact realised. Over time, the Working Group envisages that financial functions will become more centralised and that it will prove both possible and beneficial to appoint a central finance professional.
49. The following model for financial management is envisaged:
 - Heads of School retain control by agreeing their opening budgets with the EHT in line with their School Development Plans, keeping their School Development Bodies informed.
 - Those opening budgets (and the associated staffing structures) are approved by the Federation Governing Body.
 - School budgets are monitored by the Federation through monthly meetings between the Head of School and the EHT, reported by the Head of School to the SDB and the EHT to the Federation Governing Body. These discussions would include an opportunity for schools to flag operational needs for consideration by the Federation Resources Committee.

² Bursar at the time of early drafts of this paper.

- The EHT would condense these meetings into a termly report to the Federation Resources Committee, to accompany a quarterly Federation-level budget monitoring report.
 - EHT to be responsible for identifying and pursuing opportunities for economies of scale/joint procurement.
 - There would be no need for the SDBs to have Resources Committees.
 - In due course, the processing of orders, payments etc could be carried out by the Federation – school staff would either fill out a brief form or e-mail the central finance team that they needed to purchase something and the team would make the purchase. The school would need to confirm receipt of the order, but the rest of the transaction would be managed centrally. This would free administrative time in school for other purposes and/or, over time, allow for a reduction in the size of the administrative teams.
 - Requests for expenditure outside the school's budget would require a fully costed business case to be prepared and put to the Federation Governing Body with a recommendation from the Executive Headteacher.
50. An early task for the Federation will be to determine how a small central team might develop over time, taking account of savings achieved through efficiencies and economies of scale, the effectiveness of distributed central functions and the need to maximise the benefits of federation in both financial terms and the saving of leadership time.
51. The FWG considers the front-of-house function to be an essential element of each school's relationship with its families and community and therefore envisages that each school will wish to retain an administrative officer and a receptionist.
52. Between them, the schools would need to fund:
- The EHT
 - Any marketing or promotional activity for the Federation
 - Any services to be provided centrally in due course (eg HR, IT expert, finance professional, governance professional, administrative support services, etc)
53. The most straightforward way to fund these costs would seem to be a contribution from each school, to be invoiced by the Federation. The amount of the top-slice would be offset to some extent by schools no longer directly paying some costs (eg the EHT salary costs) and savings in time (eg if Heads and schools can be relieved of much of the financial administration work they currently undertake).
54. The size of any topslice would depend on whether the Federation planned to offer/purchase any services centrally and the cost of those services. Examples might, in due course, include:
- HR advice and support
 - Payroll services
 - IT support
 - Buildings management support
 - Leasing of (eg) photocopiers, minibuses
 - Financial support (budget management, processing payments etc)
55. The central team is expected to evolve over time as the organisation learns to make savings centrally and as the entry of additional schools makes central management more complex but the employment of a central financial manager/director more feasible. From the early days, however, the Federation must have capacity and expertise to identify and rapidly pursue opportunities to make cross-Federation savings. An early priority is therefore to develop a strategy to realise savings and efficiencies, as well as the wider benefits of federation, so that it can afford to develop central capacity.

56. The amount of a topslice would also depend on whether the Federation is to hold a central fund to support:
- any school that faces particular budget challenges in line with the element of the vision related to ironing out inequalities in funding;
 - any school in need of school development;
 - Federation projects across the schools; and
 - cross-Federation resources to enhance learning and develop cultural capital (eg the lease of minibuses; purchase of Metaverse ClassVR³ to allow schools to provide virtually experiences that they cannot provide physically).
57. The Working Group is alert to the sensitive nature of decisions around school budgets and Governing Bodies will wish to scrutinise this element of the proposals particularly closely.
58. The Working Group has considered several finance models and proposes the following:
- The Local Authority to delegate funding to each school as it does at present (as opposed to delegating it to the Federation to be allocated to schools).
 - Schools each to pay a contribution to the Federation to cover central costs. This would save the Federation, schools and suppliers of any centrally purchased goods or services the time involved in invoicing each school for every such cost.
 - The proportion of central costs to be paid by each school should be based on the size of the school as indicated by the number of pupils on roll at the October pupil census.
59. The Governing Bodies have agreed that the financial benefits of collaboration should be explored by the Federation Governing Body in consultation with schools: options might include:
- a) Any savings arising from economies of scale/joint procurement could be retained by the Federation to create a modest budget to provide support to schools as required, with checks and balances to ensure equity over time.
 - b) Schools could, by agreement, lend to other schools from their budget surpluses, with clear agreements around repayment schedules etc.
 - c) Schools could, by agreement, lend to other schools from their capital allocations to enable urgent works to be undertaken and with clear agreements around repayment schedules etc.
 - d) Schools could contribute to a Federation Development fund on an annual basis. Funds to be used for cross-federation improvement, training needs and jointly used facilities e.g. minibus hire, joint IT equipment like Class VR.
60. Under all options, each school would retain control of any budget surplus: there is no intention that the Federation should claw back any unspent school budget.

Staffing

62. Staff at Sandy Lane and Steeton will continue to be employed by the local authority, because the schools will continue to be maintained schools.

H. Staff mobility across schools (eg short/long term secondments)

³ Virtual Reality Headsets: ClassVR is a fully integrated, classroom-ready device with no additional hardware, used to support schools' curriculum and provide deep learning experiences for all children.

63. Teachers and leaders already work across the schools to some extent. The Working Group sees formal and informal secondments as a key benefit of federation, leading to:
- cross-fertilisation of ideas and practice; and
 - career development and progression opportunities that small primary schools are not well-equipped to provide on their own.
64. The Working Group does not consider that mobility needs to be restricted to teachers and leaders.
65. The Working Group does not foresee circumstances in which the Federation would wish to amend the national terms and conditions of staff, including in relation to mobility. Specifically, it does not envisage that the Federation would wish to move staff to another school against their preference. There would, however, be an expectation that senior staff would be willing to be deployed to other schools on a defined term basis to avoid the need to bring in leadership support (eg in case of illness).
66. As well as staff moving between schools on short- or long-term secondments, the FWG also sees scope for one school to take on work on behalf of all – for example a staff member in one school could lead on international learning (the replacement for Erasmus) – with TLR⁴ allowances where appropriate.

I. Staff appointments:

67. The staffing structure of each school must be approved by the Federation Governing Body. The Working Group proposes the following arrangements for appointments:
- Federation to appoint the Executive Headteacher, advised by a representative of the Local Authority.
 - School Development Bodies to appoint the Head of School – panel to include a Federation governor and the EHT and, in the case of Steeton and Sandy Lane, be advised by a representative of the Local Authority.
 - Head of School to appoint school staff, including the business manager, in consultation with the EHT.
 - As far as consistent with securing the benefits of open recruitment, posts should be made available within the Federation through the Heads of Schools' meetings before being advertised externally, as part of a 'grow your own' ethos.

J. Succession planning

68. The FWG sees effective succession planning as critical to the medium to long term success of the Federation. This applies to Federation Governors and School Development Body members as well as the EHT, Heads of School and key staff in schools. It will be for the Federation to develop, drive and monitor a succession strategy: the FWG recommends that the strategy should aim to:
- grow leadership within the partnership so that Federation schools can, taking full account of the benefits of open recruitment, appoint known leaders to the most important roles; and
 - unleash the EHT to focus on strategic development of the Federation and its schools and to influence national and local education policy.
69. The Working Group recommends that the Federation Risk Register include as a key risk the loss of the EHT and actively consider succession planning for this role, including whether, as the Federation expands, it might need to evolve into that of a CEO rather than an EHT.

⁴ TLR – Teaching and Learning Responsibility: an additional allowance paid to teaching staff with leadership responsibility across the school in a specific area (eg a Key Stage, SEN, Numeracy, Literacy), and the first step on the leadership ladder

K. Ownership of land and property

70. Sandy Lane and Steeton are maintained schools and will remain so after federation: their land and buildings will therefore continue to be owned by the local authority.
71. Each school will need to complete an inventory of assets before the date of federation.

The future

N. Expansion: how many, how fast, and how to manage it

70. The FWG considers that Bradford schools are constrained by circumstances beyond their control, including low cultural capital, inconsistent funding of schools etc. This is a specific, unique and long-standing challenge for Bradford schools, which need a different approach to enable them to be great. The FWG envisages that proven success in the initial two schools will demonstrate the efficacy and value of the Federation's approach. It sees scope to work with the LA to enable it to draw on the Federation as a force for positive change that they can support and work with to help the seventy or so other schools in Bradford that are not part of an Academy Trust, federation or other grouping.
71. The FWG sees several possible approaches to expansion:
- (a) Organic growth, based on working together for a defined period of time (eg via school-to-school support) leading to either (i) the school and Federation both considering they are a good fit and the school joining the Federation or (ii) the ending of the partnership.
 - (b) A target number of schools to bring on board by (eg) 3 years, 5 years, 10 years.
 - (c) No intention to expand.

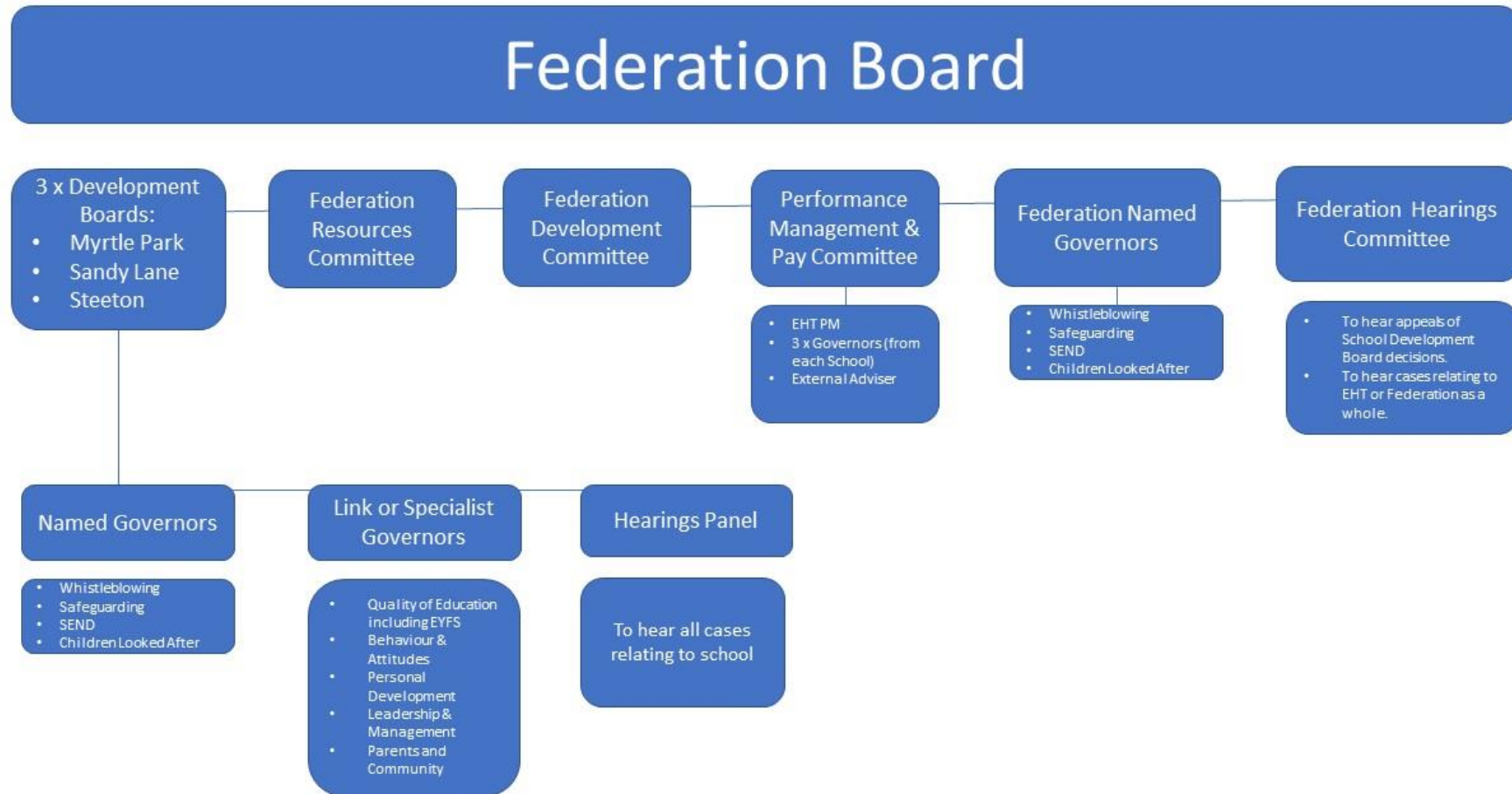
The Working Group favours approach (a).

The requirement to dissolve, re-consult and reconstitute the Federation when a school joins or leaves it argues for limiting how often new schools are admitted to the Federation so that an impression of instability is not given by consulting on changes every few months. That need not be a constraint on expansion – it would simply mean that new schools would work alongside the Federation for a while, until the time is judged right for further consultation and reconstitution.

72. The FWG is mindful of the need to future-proof the Federation's structure and systems so that what is set up now can accommodate future expansion without major adjustment.

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Federation proposal - Governance structure



Roles and Responsibilities

Federation Governing Body

- Establishes a School Development Body for each school.
- Establishes a Headteacher Performance Management Committee for the Executive Headteacher (EHT).
- Line manages the EHT, who line manages the Heads of School and the central team.
- Determines the pay of the EHT and Head of School positions through a Pay Committee.
- Appoints, suspends, ends suspension and dismisses the EHT.
- Appoints and dismisses the Clerk.
- Sets the overarching vision, ethos and strategic direction of the Federation and ensures fidelity to them over time.
- Ensures that all schools benefit from membership of the Federation as it was envisaged, including checks and balances to ensure that all schools are treated fairly.
- Agrees a Federation Development Plan.
- Ensures the individual School Development Plans collectively assure delivery of the school-focused elements of the Federation Development Plan.
- Determines plans for growth of the Federation and proposals for new strategic partnerships.
- Monitors the quality of governance across the Federation and provides support as necessary.
- Approves the opening budget, staffing structure and School Development Plan of each school.
- Considers requests for expenditure outside the school's budget plan.
- Determines the level of schools' contribution to central budget.
- Approves policies that may not be delegated to Committees.
- Determines constitutional matters.
- Approves a Governance code of conduct to apply to the Federation Governing Body and local SDBs.
- Ensures safeguarding arrangements are in place across the Federation and appoints a Federation Named Governor for Safeguarding.
- Ensures at least two Federation Governors have up to date Safer Recruitment training.
- Determines which policies should apply across the Federation, approves and regularly updates them. The presumption is that policies will be cross-Federation unless there is good reason otherwise.
- Appoints a Named Governor for Whistle-blowing.
- Establishes a Hearings Committee to act as the final Federation arbiter of complaints, capability, discipline, grievance, whistle-blowing, pupil exclusion and staff welfare issues.
- Participates in, and receives reports on, school and local SDB self-evaluation.
- Ensures Federation governors undertake appropriate training and development.

Federation School Development/ Standards Committee	Federation Resources Committee	2 x School Development Body (SDB)	Link SDB members in each school
<ul style="list-style-type: none"> • Ensures the national curriculum is taught to all pupils and considers any disapplications. • Receives reports on cross-Federation moderation and moderation between the Federation and other schools. • Ensures continuing school Development across the Federation's family of schools, including through: <ul style="list-style-type: none"> ○ Termly SDP review meetings between the EHT and Heads of School to monitor progress against SDP milestones and agree next steps: <p>EHT to report to the Federation Governing Body that this has been done and highlight exceptional successes or need for Federation intervention/support.</p> <ul style="list-style-type: none"> ○ EHT attendance at the meetings of each local DB at least twice per year (this would need to change over time as more schools join the Federation). • Holds the EHT to account for the performance of the schools – including outcomes, attendance, exclusions etc. • Considers and oversees cross-Federation pupil events (eg competitions, fairs etc). 	<ul style="list-style-type: none"> • Identifies and pursues opportunities for the Federation to relieve schools of operational work, thereby contributing to the core purpose of teaching and learning through: <ul style="list-style-type: none"> ○ freeing staff time and ○ maximising economies of scale. • Advises the Governing Body on financial priorities for development of the Federation and each of its schools over the medium to long term, including, for example, development of premises at one school, tackling poor attendance at another etc. • Monitors and holds the EHT (and any central Finance professional in future) to account for the budget position of the Federation as a whole and the central team in particular. • Advises the Governing Body on school opening budgets, level of schools' contributions to central budget. • Approves cross-Federation policies (except where Governing Body approval is required by statute). • Advises the Governing Body on future Federation staffing structure and succession planning. • Considers and adopts national or LA advice on procedures and practice. • Oversees any cross-Federation or central team workforce restructuring. 	<ul style="list-style-type: none"> ○ Maintain the unique identity of their school and its relationship with its local community. ○ Have a high level of decision-making power in the running of the school's day-to-day business, including determination of its curriculum, resource planning etc. ○ Have their own School Development Plan (SDP) that reflects Federation Principles as a golden thread, contributes to the Federation Development Plan, includes the costs of delivery and is approved by the Federation Governing Body. ○ Have their own systems of Link SDB members, working through minuted meetings, to hold the Head of School to account for delivery of the SDP and monitor SEND, Safeguarding and children in care. ○ Oversee a school marketing/promotion strategy within the framework of a wider Federation strategy. ○ Report through the EHT to the Federation Governing Body. ○ Oversee staff workload, working conditions and wellbeing. • Ensure at least two SDB members have up to date Safer Recruitment training. • Conduct procedures for complaints, capability, discipline, grievance, whistle-blowing, pupil exclusion and staff welfare issues. • Publish online information for the school as required by government and the LA (eg on the curriculum, the SEND offer, Pupil Premium Strategy.) • Monitor health and safety, including a termly health and safety tour and monitoring of the accident book. • Approve school trips that involve overseas travel, an overnight stay or hazardous activities. • Ensure SDB members undertake appropriate training and development. • Give notice of any intention to withdraw from the Federation of six months or the end of the budget year, whichever is the longer period. 	<ul style="list-style-type: none"> • Drive, evidence and monitor delivery of their section of the School Development Plan • Provide assurance to the School Development Body (and thence to the Federation Governing Body) with respect to SEND, safeguarding and children in care in their school.

Plus Performance Management and Pay Committee; Hearings Committee

Roles and responsibilities: Federation Governing Body, Development Bodies, EHT and Heads of School

	The Federation Governing Body will:	The Executive Headteacher will:	The School Development Bodies will:	The Heads of School will:
Vision, Values and strategy	<ul style="list-style-type: none"> • Set vision, ethos and strategy of the Federation and ensure fidelity to them. • Set the strategy for growth and direction of the Federation. • Approve federation targets for development across key areas. • Determine medium to long-term growth strategy and consider proposals for new strategic partnerships. • Approve the Federation Development Plan (FDP). • Receive assurance from EHT that all Self-evaluations (SEFs) are in place with appropriate next steps for development in order to sustain improvement across all schools. • Receive assurance from EHT that appropriate School Development Plans are in place for all schools. • Establish, drive and monitor a Federation benefit realisation strategy. 	<ul style="list-style-type: none"> • Evaluate strengths and areas for development across the schools. • Propose a Federation Development plan with key areas identified for improvement across each of the schools. • Agree School Development Plans (SDP) for each school. • Agree schools' self-evaluation (SEF) in conjunction with the Head of School and School Development Body. 	<ul style="list-style-type: none"> • Within the vision and ethos set by the Federation, develop and monitor the unique vision, ethos and culture of the school. • Through Link SDB members, work with the Head of School to develop the SEF, by reviewing evidence of the impact of the school's work in all areas of the Ofsted framework, acting as critical friend to Head of School and EHT, for approval by the Federation Governing Body. • Through Link SDB members, work with the Head of School to prepare the annual School Development Plan that: <ul style="list-style-type: none"> ○ reflects Federation Principles as a golden thread; ○ reflects the school's particular vision and principles; ○ reflects school's development needs; ○ contributes to the Federation Development Plan; ○ includes the costs of delivery; and ○ is approved by the Federation Governing Body. 	<ul style="list-style-type: none"> • Within the vision and ethos set by the Federation, develop the unique vision, ethos and culture of the school and communicate this to all stake holders. • Identify the school's strengths and areas for development. • Be responsible for preparing the SDP and SEF in conjunction with the EHT and the link SDB members. • Monitor progress towards development milestones as set out in SDP.
Governance and monitoring	<ul style="list-style-type: none"> • Determine constitutional matters. • Approve the appointment of members of School Development Bodies. • Ensure the integrity of the Federation itself over time: 	<ul style="list-style-type: none"> • Prepare for the FGB individual and global summary reports for all schools within the federation: <ul style="list-style-type: none"> ○ Attendance ○ Behaviour ○ Pupil Progress ○ Progress against SDP milestones 	<ul style="list-style-type: none"> • Be responsible, and accountable to the Federation Governing Body, for oversight of all aspects of the school. • Link SDB members will be responsible for monitoring the School Development Milestones as set out in the School Development 	<ul style="list-style-type: none"> • Report through the EHT to the Federation Governing Body • Create school's monitoring and assessment calendar. • Prepare summary reports for EHT on SDP milestones met / not met.

	<ul style="list-style-type: none"> ○ all schools benefit from membership of the federation as it was envisaged, including checks and balances to ensure all schools are treated fairly; ○ all schools contribute to the federation in terms of partnership opportunities and buy in to the ethos; ○ the Federation is leveraging the strengths and reputation of the schools, individually and collectively, to engage external partners, influence national and local educational policy and thinking, and realise the benefits of collective purchasing. ● Monitor the quality of governance across the federation and provide support as necessary. ● Monitor progress against school SDP milestones. ● Appoint Named Federation Governors for Whistleblowing, Safeguarding, SEND and Children Looked After. ● Ensure at least 2 Federation Governors have up to date Safer Recruitment training. ● Ensure all governors undertake appropriate training and development. ● Establish and regularly review Federation-wide policies and any that may not be delegated to schools. ● Appoint and dismiss Clerk. ● Approve Code of Conduct for Federation Governors and School Development Board members. 	<ul style="list-style-type: none"> ○ CPD ○ Safeguarding ○ SEND ○ Staff Welfare ○ Other papers for meetings of the Federation Governing Body and its committees. ● Ensure that information provided to the FGB is consistent across schools. ● Ensure that the individual School Development Plans collectively ensure delivery of the Federation Development Plan. ● Support Chairs of School Development Bodies to hold their school to account. 	<p>Plan (SDP), to be reported to the Federation Governing Body by EHT</p> <ul style="list-style-type: none"> ● Ensure that the school is benefiting from, and contributing to, the Federation family as envisaged. ● Have their own systems of Link SDB members, working through minuted meetings, to hold the Head of School to account for delivery of the SDP and monitor SEND, Safeguarding and children in care. ● Monitor effectiveness of Federation policies in school. ● Publish online information for the school as required by government and the LA (eg on the curriculum, the SEND offer, Pupil Premium Strategy.) ● Ensures SDB members undertake appropriate training and development. ● Give notice of any intention to withdraw from the Federation of six months or the end of the budget year, whichever is the longer period. 	<ul style="list-style-type: none"> ● Prepare summary reports for EHT and for meetings of the School Development Body and Link SDB members on: <ul style="list-style-type: none"> ○ Attendance ○ Behaviour ○ Pupil Progress ○ Progress against SDP milestones ○ CPD ○ Safeguarding ○ SEND ○ Staff Welfare ○ Other papers for meetings of the School Development Board.
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<p>School Budget</p>	<ul style="list-style-type: none"> • Approve school and central team opening budgets. • Monitor overall budget positions of schools. • Consider requests from schools for expenditure outside their agreed budgets. • Identify and pursue opportunities for savings across schools (joint purchasing, economies of scale) • Approve school SFVS return(s) 	<ul style="list-style-type: none"> • Propose to the Federation Governing Body the opening budget for the central team. • Monitor and oversee the strategic management of the schools' budgets to support the schools' SDP priorities. • Approve any requests to the Federation for expenditure outside the total school budget or that would change the budgeted surplus/deficit by more than an agreed <i>de minimis</i> amount and up to an amount to be specified in the Terms of Reference of the Resources Committee. • Determine whether school requests for expenditure outside their agreed budgets and above his delegated financial authority should be put to the Federation Governing Body/Resources Committee. • Propose to the Federation Governing Body the school opening budgets (agreed with Heads of School) • Report 6 times pa to Federation Governing Body on school budget positions. 	<ul style="list-style-type: none"> • Ratify proposed opening budget recommended by the EHT and Head of School. • Review in detail Pupil Premium spend and impact. • Review in detail any catch-up spend and impact. • Review in detail any other ringfenced funding and impact. • Support and challenge for any capital spend. • Support and challenge for any restructuring or cuts in staffing. • Be aware of any risks for future years funding. eg. falling pupil numbers, cuts to funding. 	<ul style="list-style-type: none"> • Agree proposed opening budget with EHT. • Manage the school budget. • Report to the LA on the school budget. • Work with EHT and bursar to manage the school budget.
<p>Federation budget</p>	<ul style="list-style-type: none"> • Determine (in consultation with schools and the EHT) the level of school contributions to central costs. • Approve opening budget for central team. • Ensure that the finances and other resources (eg premises, ICT) of the schools and the Federation as a whole are strategically managed to maximise the benefit to all pupils; 	<ul style="list-style-type: none"> • Manage the central team budget. • Manage any central pool of funds. • Consider school requests for expenditure outside their budget and, if appropriate, present them to the Federation Governing Body. 	<ul style="list-style-type: none"> • Agree the level of school contributions to central federation costs. 	<ul style="list-style-type: none"> • Budget for the school's contribution central federation costs within the opening budget.

	<ul style="list-style-type: none"> • Give effect to the principle of equity between schools; • Ensure the benefits of shared procurement and economies of scale are realised; • Establish a Federation-wide approach to capital investment. • Consider proposals for cross-Federation expenditure or income generation. 			
Curriculum & Standards <ul style="list-style-type: none"> • Intent • Implementation • Impact 	<ul style="list-style-type: none"> • Monitor and drive progress against school SDP milestones. • Approve pupil outcome targets. • Monitor predicted pupil outcomes. • Oversee the development of strategic thinking by the EHT and Heads of School, taking account of, and seeking to influence, emerging national and local developments in educational policy and pedagogy. • Determine and oversee a robust mechanism for supporting schools that are underperforming, whether they are a Federation school or a new partner school being supported by the Federation. • Ensure that good practice is shared across the Federation. • Oversee the adoption of tools to support staff wellbeing and performance (eg the use of LBQ⁵). 	<ul style="list-style-type: none"> • Influence, and with Heads of School lead work to monitor, share and develop emerging national and local developments in educational policy and pedagogy. • Monitor and drive improvement in progress and attainment across the schools. • Implement the Federation Governing Body's strategy for supporting underperforming schools within the federation or as a partner school. • Facilitate the sharing of good practice and moderation across the schools. 	<ul style="list-style-type: none"> • Recommend pupil outcome targets to the Federation Governing Body. • Monitor and drive progress and attainment. • Monitor predicted pupil outcomes. • Gather evidence of the impact of the curriculum to support school self-evaluation and drafting/updating of its School Development Plan. • Contribute to the strategic thinking of the EHT and Heads of School. • Consider requests to provide support to other Federation schools or potential partners. • Agree pupil outcome targets. 	<ul style="list-style-type: none"> • In consultation with the EHT, determine the school's curriculum. • Deliver the curriculum. • Monitor curriculum delivery. • Monitor and report to the SDB on impact and evidence. • Ensure that the curriculum is easily accessible to all stakeholders on the school's website. • Propose pupil outcome targets.

⁵ LBQ – Learning by Questions: a classroom app with curriculum-aligned question sets, immediate feedback, automatic marking and instant insight to enable targeting of interventions

<p>Pupil Welfare including:</p> <ul style="list-style-type: none"> • Behaviour • Attendance • Personal Development 	<ul style="list-style-type: none"> • Consider proposals for cross-federation action on (e.g.) attendance. • Launch, monitor and present awards for the Federation Pupil Passport. • Receive summary reports from EHT on Federation and individual school uptake on the Federation Pupil Passport⁶ 	<ul style="list-style-type: none"> • Identify any cross-federation issues (eg attendance) and make proposals to the Federation Governing Body. • Oversee the continued development by the schools and the ongoing management of a Federation Pupil Passport. 	<ul style="list-style-type: none"> • Drive and monitor the success of the school's Pupil Offer. • Promote with parents and the local community school and federation initiatives and messages (e.g. on attendance). • Monitor and gather evidence of the impact of the school's work on behaviour, attendance and Personal Development. 	<ul style="list-style-type: none"> • Contribute to the development of the Federation Pupil Passport and tailor it to the school. • Day to day management of the school's work on BAPD. • Develop the school's 'Pupil Offer'
<p>Safeguarding</p>	<ul style="list-style-type: none"> • Appoint a Federation Named Governor for Safeguarding? Not sure whether this is necessary in addition to the school NGs? • Ensure that at least two governors have up to date Safer Recruitment training. 	<ul style="list-style-type: none"> • Support Heads of School in their safeguarding duties. 	<ul style="list-style-type: none"> • Appoint a Named SDB member for Safeguarding and Child Protection • Monitor the Single Central Record • Monitor safeguarding incidents in school and take appropriate action. • Approve school trips that involve overseas travel, an overnight stay or hazardous activities 	<ul style="list-style-type: none"> • Overall accountability for safeguarding of pupils. • Ensure that all staff have the appropriate safeguarding training each year. • Ensure that the buildings are safe for pupils and staff.
<p>Risk Management</p>	<ul style="list-style-type: none"> • Approve and monitor a risk management strategy for the Federation. 	<ul style="list-style-type: none"> • Develop a risk management strategy for the Federation and its schools. • Report to the Federation Governing Body on the management of risk at Federation and school level. 	<p>To be determined</p>	<p>To be determined</p>
<p>Health & Safety/ Buildings</p>	<ul style="list-style-type: none"> • Approve a Federation Health and Safety policy covering all schools and monitor its effectiveness. • Approve any cross-school buildings maintenance & development strategy. 	<ul style="list-style-type: none"> • Develop a Federation Health and Safety policy covering all schools. • Report to the Federation Governing Body on health and safety in schools. • Consider the merits of developing a three-to-five year cross-Federation buildings maintenance and development strategy (instead of individual school strategies). 	<ul style="list-style-type: none"> • Monitor health and safety, including a termly health and safety tour and monitoring of the accident book. • Monitor the school's risk assessments. • Monitor the fire safety log including fire risk assessment and fire evacuation log. • Monitor on an annual basis: <ul style="list-style-type: none"> ○ School asbestos log; ○ School legionella log and action plan. 	<ul style="list-style-type: none"> • Tailor the Federation Health and Safety policy to individual school requirements; implement and monitor. • Be responsible for compliance with buildings regulations, statutory and other health and safety guidance and regulations etc. • Ensure that all necessary risk assessments are completed and recorded.

⁶ The Pupil Passport: a rewards-based way to embed the learning and development of pupils through the Pupil Offer and the activities that they undertake outside school. Like the Pupil Offer, it needs to be clearly linked to curriculum learning. It should be simple and produced in an attractive and professional format in which pupils can take pride.

			<ul style="list-style-type: none"> • Approve school buildings maintenance & development strategy. 	<ul style="list-style-type: none"> • Ensure that all appropriate Health & safety training is undertaken and recorded.
IT	<ul style="list-style-type: none"> • Approve any cross-school ICT strategy. 	<ul style="list-style-type: none"> • Ensure adoption and consistent use of Federation-wide management information and other systems (including pupil progress and attainment; pupil and staff attendance; behaviour; finance) • Establish and maintain Federation website, Teams site. • Consider (in consultation with Heads of School) and make proposals for use of IT to support teaching, learning and personal development (eg ClassVR, LBQ) • Consider the merits of developing a three-to-five-year cross-Federation ICT strategy (instead of individual school strategies). 	<ul style="list-style-type: none"> • Approve any school ICT strategy. 	<ul style="list-style-type: none"> • Work with other Heads of School and EHT to ensure consistent use of IT systems across the Federation.
Human Resources	<ul style="list-style-type: none"> • Approve school and central team staffing structures. • Determine the pay point of the EHT, Heads of School and Deputy Headteacher posts • Appoint, line and performance manage, suspend and dismiss the EHT. • Performance Manage the EHT. • Determine performance-related Pay for the EHT. • Determine and maintain a succession and leadership development plan. • Establish panels to hear complaints, grievances, capability or disciplinary matters relating to the central team. 	<ul style="list-style-type: none"> • Line and performance manage Heads of School. 	<ul style="list-style-type: none"> • Recommend school staffing structure to Federation Governing Body. • Oversee staff workload, working conditions and wellbeing. • Appoint, suspend, end the suspension of or dismiss the Head of School, with the EHT and a member of the Federation Governing Body. • Approve the Head of School's recommendations for staff performance-related pay awards. • Establish panels to hear complaints, grievances, capability or disciplinary matters, pupil exclusions etc. • Ensure at least two SDB members have up to date Safer Recruitment training. 	<ul style="list-style-type: none"> • Appoint, manage and dismiss school staff in consultation with the EHT and offering posts to Federation staff before advertising externally. • Performance manage school staff. • Recommend to the SDB performance related pay awards for school staff. • Propose, prepare business case for and manage any workforce restructure, in consultation with EHT.

	<ul style="list-style-type: none"> • Act as final stage of appeal within the Federation. • Approval of any school proposal to restructure the workforce. 		<ul style="list-style-type: none"> • Recommend to Federation Governing Body any proposal for workforce restructure. 	
Admissions	The local authority will continue to be the Admissions Authority for Steeton and Sandy Lane.			
Community engagement	<ul style="list-style-type: none"> • Approve and oversee a strategic engagement strategy for the Federation as a whole, including partnerships with (eg) local political figures, the LA, other pre-school, school, higher and further education providers, research bodies, local press. • Approve and oversee a Federation marketing/promotion strategy. 	<ul style="list-style-type: none"> • Develop and drive a strategic engagement strategy for the Federation as a whole and ensure that it is reflected in school engagement strategies. • Develop a Federation marketing/promotion strategy. 	<ul style="list-style-type: none"> • Approve and oversee a strategic engagement strategy for the school, including parents, carers, businesses, religious bodies, press etc. • Approve and oversee a school marketing/promotion strategy within the wider Federation strategy. 	<ul style="list-style-type: none"> • Develop and drive a strategic engagement strategy for the school, ensuring it fits with the Federation engagement strategy. • Develop a school marketing/promotion strategy within the wider Federation strategy.

INSTRUMENT OF GOVERNMENT

THE **XXX FEDERATION GOVERNING BODY OF SANDY LANE AND STEETON PRIMARY SCHOOLS**

- 1. The names of the schools in the Federation are Sandy Lane Primary School and Steeton Primary School.**
- 2. Sandy Lane Primary School and Steeton Primary School are local authority maintained schools.**
- 3. The name of the Governing Body is The **XXX** Federation Governing Board of Sandy Lane and Steeton Primary Schools.**
- 4. The Governing Body shall consist of:**
 - (a) 2 Parent governors**
 - (b) 1 Local Authority governor**
 - (c) 1 Executive Headteacher of the Federation**
 - (d) 1 Staff governor**
 - (e) 6 Co-opted governors (the number of Co-opted governors who are also eligible to be elected as staff governors must not exceed 1)**
- 5. The total number of governors is 11.**
- 6. The Governing Board shall appoint the Head of School at each school to that school's Local Development Body as an Associate Member with voting rights.**
- 7. This Instrument of Government comes into effect on **Date****
- 8. This Instrument was made by order of the City of Bradford Metropolitan District Council.**

**THE COMMON SEAL of
City of Bradford Metropolitan District**

**Council was hereunto affixed
this
in the presence of**

Authorised by the City Solicitor