



Guidance for governing boards - partnership working and forming a federation



Guidance for governing boards partnership working and forming a federation

	page
INTRODUCTION	3
• Overview of different forms of partnership.	5
• Working Towards Federation.	7
GUIDANCE	
• Guidance to help governing boards when considering different forms of governance, including a federation.	8
PLANNING	
• What to do next...	17
• Collaboration planner - suggested items for consideration if discussing collaboration with other governing boards.	18
• A step by step guide to federation.	19
• A practical checklist for federation.	21
• Consideration of timescales for governor appointments/elections for federation.	23
• Useful document links.	24
• Governing board experiences and comments.	26
• The federation support programme.	27
APPENDICES	
• An example of an agenda for a workshop session for a meeting of governing boards.	33
• Instruments of Government (IOG).	34
KEY CONTACTS	37

INTRODUCTION

The governing board of every school, as the strategic decision maker, needs to consider all opportunities open to them to ensure their school performs well and provides at least a good quality of education experience to children and young people. There are times when the governing board of a school may consider an opportunity to enter into a collaboration in order to form a partnership with another school, which can be 'soft' for the purposes of sharing and exchanging resources and professional learning opportunities for staff as well as experiences for children to learn and develop with each other between two neighbouring schools. A 'hard' partnership can be formed when two schools agree to share resources formally, for example, when there are shortages in leadership and teaching capability to cover a short term need, or in the long term absence of key members of a school leadership team or indeed the governance arrangements. Usually this would result in a memorandum of understanding between the two schools to agree the terms of the partnership arrangement and any financial disbursements related to this.

Arrangements include:

- **Collaboration** with another school/governing board – for informal partnership working for the benefits of the school community. Maintained schools (including church schools) and academies and free schools can all collaborate with each other.
- **Management Partnerships** of two (or more) schools. For example, maintained schools could share one headteacher (through a secondment arrangement) with the responsibility for the strategic leadership of the separate schools, who retain their own individual governing boards. Headteachers cannot be shared between maintained schools and academies, because both types of schools should have their own headteacher assigned to their school. There can be an informal partnership between a maintained school and academy for the provision of interim leadership or leadership support.
- **Federation** of two (or more) maintained schools formally federated with one single federated governing board, usually with an executive headteacher appointed to lead the federation, supported by a chair of the federation. It is not possible for academies and free schools to join a federation. (Academies and free schools could join together under a Multi Academy Trust).

The governing board involvement in the process of working with another school(s)

QUESTION	ANSWER
What does the governing board need to do throughout the process?	<ul style="list-style-type: none"> • The governing board needs to remain strategic and ensure all decisions are in the best interests of the pupils; • The governing board is the decision maker; • The governing board ensures the minutes fully capture all considerations, decisions and actions.
What does the governing board need to do first?	<p>Before any option is decided upon the governing board need to:</p> <ul style="list-style-type: none"> • Reflect on the rationale for considering alternative options for the school; • consider organisational benefits and challenges. Identify the impact of these; • understand challenges around funding, leadership and curriculum.
What does the governing board need to do and consider next?	<ul style="list-style-type: none"> • The governing board will engage with the process; • The governing board will consider future prospects in the context of the local situation; • The governing board will engage in discussions with those parties involved, including a dialogue with the Local Authority and Diocese, where appropriate.

An overview of different forms of partnership

This table supports the governing board with some of the questions and answers that it may have during the consideration of options.

QUESTION	ANSWER	REFERENCES
COLLABORATION		
What is collaboration?	Two or more governing boards working together informally	The School Governance (Collaboration) (England) Regulations 2003.
How can schools collaborate?	The governing board may collaborate on many different levels, allowing for a wide range of operational models, from an overarching committee delegated to take strategic decisions on behalf of two or more governing boards, to setting up single-issue committees such as premises or curriculum committees. It will also allow the ad-hoc meeting of two or more full governing boards to discuss and take decisions on matters of common interest.	
What is governing board involvement in the process of collaboration?	The governing board are involved at all stages as they ensure the strategic direction of the school.	
MANAGEMENT PARTNERSHIP		
What is a management partnership?	A formal partnership between 2 or more schools for the provision of services or support, usually with a memorandum of understanding between the schools, for the practicalities of the working arrangements between schools, outlining the partnership agreement, terms and duration. For example, where the schools share one headteacher with the responsibility for the strategic leadership of the separate schools, who retain their own individual governing boards. The headteacher does not normally take an executive role, but rather is working across two schools in a temporary	

	capacity or to fulfil a short-term need. For shared staff, secondment agreements should be used.	
How can schools form a management partnership?	The governing boards of each schools meet to discuss the proposed partnership, and to agree the terms and conditions as well as the duration of the partnership agreement, as well as any formal contracting arrangements, for example when sharing leadership arrangements.	
What is the governing board involvement in a management partnership process?	Each school retains individual governance arrangements, unless where governors are being shared between schools in order to meet a short-term need. There is no merging of governance arrangements, as this would be a federation.	
FEDERATION		
What is Federation?	A single governing board formally governing more than one school.	The School Governance (Federations) (England) Regulations 2012 and The School Governance (Constitution and Federations) (England) regulations 2016. The governance of federations 2014 NCTL.
How can schools federate?	The Federation regulations must be followed.	
What is the governing board involvement in the process of federation?	The governing board are involved at all stages as they ensure the strategic direction of the school.	

Working Towards Federation – a table to support your consideration of partnership working

Characteristics	Informal Loose Collaboration 			Governance Federation
Statutory/non-statutory	Non-statutory – schools can form informal collaborations without having to follow regulations.	Non-statutory – schools can set up collaboration, without having to follow regulations.	Statutory – collaboration is established using Collaboration Regulations made under Section 26 of the Education Act 2002.	Statutory Federations are established using Federation Regulations made under Section 24 of the Education Act 2002.
Governing board	Each school has its own governing board, with representatives on a joint committee that meets informally on an ad hoc basis.	Each school has its own governing board, with representatives on a joint committee.	Each school has its own governing board, with representation and delegated powers on a joint governance/strategic committee.	Single governing board, shared by all schools in the Federation.
Common goals and plans	All schools share common goals and work together on an ad hoc basis and through informal agreements.	All schools share common goals; joint committee recommendations, but it is up to the individual governing bodies to authorise decisions/plans.	All schools share common goals through the Service Level Agreement (SLA) and protocol; Joint committee can make joint decisions/ recommendations in specified agreed areas, but not all.	All schools share common goals through SLA and protocol; having a single governing board allows for efficient, streamlined decision-making in all areas.
Common budget?	No, but if the schools want to commit to a budgetary decision affecting all schools, each individual school's governing board would need to approve this.	No, but it could make budgetary recommendations for the group which in turn would have to be approved by each individual school's governing board.	No, but if the joint/strategic committee has budgetary powers delegated to it, it can make prompt budgetary decisions on behalf of schools in the Federation.	No (technically), but whilst each school receives and must account for its own separate budget, there is considerable scope, through the single governing board, to use the pooled budgets across the schools in the Federation.
Shared Staff	Unlikely to have common management positions, but if they do exist, they would have to be agreed in a protocol or contract.	Common management positions and appointments, but need to have a protocol or contract to underpin commitment to shared posts.	Common management positions and appointments but need to have a protocol or contract to underpin commitment to shared posts.	Common management positions and appointments agreed by single governing board in a simple and effective manner. Schools can agree to have a single executive head teacher responsible to the schools in the hard Federation.

Adapted from the West Sussex School Effectiveness Strategy 2018-2022

GUIDANCE

Guidance to help governing boards when considering different forms of governance

This guidance has been produced to help governing bodies consider whether a different form of governance e.g. federation or partnership might be appropriate. It has been designed to help with some of the typical questions that governing boards may want to ask. It is not exhaustive, but it will offer signposts to other guidance or advice that could be used.

Under DfE legislation Local Authorities and educational settings can make significant formal changes to a schools' organisation. In doing so they must:

- a) have regard to statutory requirements to provide sufficient good quality school places,
- b) have regard to relevant guidance on changes, and
- c) take positive decisions to consider prescribed alterations or other avenues of change that increase effectiveness and bring benefits that can be implemented quickly.

Such changes can include:

- **hard federation**, where shared governance and leadership structures provide for school-to-school partnership,
- **Amalgamation**, by way of two schools joining together with the closure of one and expansion of another,
- **school closure**,
- **management partnership**.

Less formal arrangements such as collaborative working without a change attracting formal processes are also an option to improve and raise standards. In order to support this consideration process, WSCC has drawn up this guidance document to assist schools and governing boards in considering what issues they need to address, alone and in collaboration with others, neighbouring schools and the Local Authority, when deciding what changes could be made.

It aims to answer questions you will have in navigating your way through change. It addresses areas such as:

- available options;
- process and procedures for change;
- questions around school finance and budgetary issues;
- staffing, pay, employment and redundancy issues;
- governing board structures and changes;

- other practical considerations you will want to address collaboratively, in partnership with local neighbouring schools and the Local Authority.

While this guidance is not exhaustive, the intention is that the overview and format will help you identify issues that are key in approaching a potential change and enable you to make the right decisions for your school. In considering change, you will inevitably have additional queries that stem from questions already contained in this guidance or pose new ones. West Sussex County Council will respond to any questions not addressed here, to enable an informed approach. As set out in the School Effectiveness Strategy 2018-2022, the aim is that all schools are sustainable going forward.

Federations – Questions and Answers

What is a federation? Federations are created under legislation and their statutory context is as set out in The Education Act 2002 and the associated School Governance (Federations) (England) Regulations. A hard federation is where two or more maintained schools, one or some of which may be vulnerable, join together to work collaboratively under one joint governing board. The governing boards of the federating schools cease to operate from the date of federation and a new single governing board is formed in their place. This becomes the board accountable for all schools within the federation from the date of federation and sets strategic direction for all settings under it. A formal process is followed and a strict timeline on change must be adhered to as set out in Regulations. There are benefits to be gained from federating, as set out below. Federations referred to below are 'hard' federations unless stated otherwise.

Collaboration is where two or more maintained schools, again potentially vulnerable schools included, informally collaborate without having to follow a set procedure in Regulations. Here, each school retains its own governing board. The benefits are limited but under collaboration, governing boards of the schools maintain their independence but agree terms of reference and membership of a joint committee which meets separately from the governing boards and acts as a body to promote exchanges of ideas, support and innovation.

If we federate will we remain individual schools? While a hard federation creates a single governing board across the federated schools, schools continue to be individual schools retaining their own name, DFE category and number, own admission arrangements etc.

If we federate will we retain our individual budgets and accounting responsibilities? Federated schools remain legally separate entities: the 'federated' element is their shared governance structure, but they maintain their own individual budget allocation. As they hold their own individual budgets they would report separately.

What will happen to the Small Schools Grant if two small schools federate? If schools federate, then they remain as separate entities and would still each be eligible for the Small Schools Grant. However, the current grant is transitional and in the long term, the lump sum is unlikely to be available.

What about land and property issues, and other assets/liabilities? On the federation date, all land and property which immediately before federation was held by the governing boards of individual schools, is transferred to the governing board of the federation. Similarly, all rights and liabilities which exist at that date transfer to the newly federated board.

How many schools can federate? There is no upper limit to the number of schools which can federate.

What categories of school can federate? Any maintained school can federate with another, or join a federation already operating across other schools. There is no barrier to a voluntary aided (VA) school federating with a community school. A maintained school would not be able to federate with an academy or multi academy trust as the Funding Agreement of the academy would not permit this. (Informal collaborative arrangements are permitted). If a voluntary aided school is considering federation the relevant diocese would need to be involved at the earliest stages of consultation. (Please note that the Diocese of Chichester Board of Education has released a document entitled 'Rural and Small Schools' Strategic Guidance 2019.)

Can a school federate with another outside its locality? Yes, a school can federate with any maintained school outside its locality although from a practical perspective, the benefits are more likely to arise from local arrangements. There is nothing to prevent schools from more than one local authority deciding to federate but if this is pursued there must be clear agreement as to which local authority will be responsible for making the federation's instrument of government.

What are the possible benefits of federating?

- joint leadership;
- stronger governance;
- stronger business management;
- improvements in school effectiveness.

Smaller settings, especially in rural locations, are likely to have fewer resources. Joining together can increase capacity and protect local provision. There would be greater opportunities to enable schools to provide staff with more professional development. Federated schools can address recruitment and staff shortages together, benefit from their combined buying power to negotiate discounts on equipment and services and share expertise to support one another.

A strong federation with combined accountability has the potential to lead to better pupil attainment and consequently meet rising expectations.

How are federations governed? This can be challenging and requires the single governing board overseeing the operation and work of the schools within the federation to strategically monitor and evaluate all schools. This will include holding the head teacher and senior leaders to account. It is important for governors to appreciate the much wider picture and federation-wide approach, and not remain wedded to their previous single setting. It is an opportunity to build upon skills, and also an opportunity to recruit new governors with the necessary skills to challenge and scrutinise the new federation.

Will charges for service level agreement change? Service level agreement charges for federations are very similar to those for individual schools as they operate from separate sites, with separate accounts and hold the same number of pupils as they did prior to federation. The majority of service level agreements take one or all of these factors into account from a pricing perspective.

How do we federate – is there a statutory process? Yes, governing boards who decide to federate must act in accordance with the School Governance (Federations) (England) Regulations 2012.

The governing board should contact the Area Education Adviser and diocese, if applicable. Staff should be aware at the earliest stage if federation is being considered, and of the implications, benefits and expected outcomes. As interested parties, parents should also be made aware of the issue being considered. To avoid confusion later it is important at this early stage to think about leadership and governance structures, and be aware of the timeline and process involved.

It is good practice to set up a joint governance working party or committee (not a statutory requirement) to include at least one governor from each setting forming the federation. This committee will be responsible for:

- planning and managing the formal consultation process, initially by presenting a formal proposal to federate as an agenda item at a governing board meeting of each relevant school;
- designing and agreeing the new governance and leadership structure;
- engaging in discussions with the local authority (and diocese if applicable);
- seeking guidance and advice on relevant issues.

Once approved by all governing boards concerned, the joint governance committee must prepare and agree a formal proposal for consultation aimed primarily at staff and parents. Regulations set out what must be contained in the formal proposal, including details of the proposed size of the federation's governing board, proposed staffing arrangements and admission arrangements. Wide consultation with all key stakeholders must follow, including formal meetings and events. After the consultation period ends the joint committee collates all responses and sends a report to the governing boards of each school for consideration before a decision is taken individually as to whether they wish to proceed. If all wish to proceed to federate all the governing boards must give notice to the local authority and inform all stakeholders, while the joint committee then acquires responsibility to incorporate the new governing board for the federation.

Is there a change of employer in a federation and will staff need new contracts? This will depend on whether there is to be a new employer such as where different categories of school federate e.g. where a community and a voluntary aided school federate. Here the original employer would be either the local authority or governing board. However, if a federation happens across two or more schools with different categories then contractual arrangements become slightly more complicated and it may be necessary for the staff member to be employed by one body (governing board or local authority) and have a formal agreement or secondment to the other; or have two separate contracts with both the governing board and local authority.

Will staff be required to move schools within the federation, and will staff be shared across more than one school?

Redeployment is one of the benefits of federation, along with increased opportunities for staff in terms of sharing knowledge, experience and professional development. One financial benefit is reducing the financial liability of the school by mitigating severance payments.

In terms of sharing, staff could be asked to cover in a federated school. Sharing teaching staff across a federation provides cost benefits and gives wider opportunities for professional development and training. Existing staffing arrangements or changes to terms and conditions of employment would need to be considered. Contracts could envisage teaching across different sites and in that situation a change in terms and conditions for that member of staff would be necessary. HR advice should be taken at an early stage.

It is recommended the travel arrangements for federations are agreed with the same mileage rates for staff, and that a 'triangular travel rule' is applied. This 'rule' is intended to encourage sensible business travel. For some work journeys, the most direct route may be from home to the alternative school, and then back to the normal base before returning home (instead of home to normal base, and then onto the alternative school). In these situations the 'Triangular Travel Rule' may apply. This is where the employee is eligible to claim the lesser of either home to the alternative school or normal base to that location. This also applies to journeys in reverse where the employee travels directly home from the alternative school, rather than travelling back to the normal base and then onto their home.

Would headteachers remain in post across federated schools (e.g. across two primaries)?

Headteachers can remain in post across federated school. If a headteacher is leaving and the intention is to federate with a neighbouring school, there are potential cost saving benefits by having one headteacher across the schools (with potential for further cost reductions as other ancillary staff leave; possibility of a single bursar, premises officer etc.).

Can a federated structure subsequently be changed?

Yes, federations can revisit their structure and 'membership', and ultimately can be dissolved if the situation arises whereby federated schools no longer wish to remain federated. There are procedures for leaving, joining and terminating/dissolving a federation; however the overall outcome behind federation is that this is a long term commitment.

If we federate will we have to change our catchment area or admissions policy?

This is something you may wish to consider but you will need to be aware that this will require a consultation to be undertaken approximately 18 months prior to the date you wish to make the change from.

What local authority involvement is there when schools want to federate?

If it is the joint governing board's proposal to federate, there is a requirement for the local authority to be involved in the federation process and discussions should take place from the earliest stages when the idea is being explored. Contact should normally be made first with the relevant Area Education Adviser for the school(s) concerned – they will engage other officers from across the County Council as appropriate. The Area Education Adviser can also discuss different leadership models for a school(s) and this is particularly relevant when

a headteacher informs their governing board they are leaving/retiring etc. The governing board can be supported with a discussion on whether the change of headteacher provides the right time for a change in structure or not.

It is recommended that a governing board regularly reviews i.e. at least annually whether there is a need to change the governance structure of the school.

Will federating reduce the likelihood of one or both of the schools closing?

Although there is a presumption against closing rural schools, closure may still be considered where a school is too small to be viable. Federation can be a successful alternative to closure. It can also be used to improve weaker schools where federation joins a strong school to a weaker one.

Are federated schools inspected separately or jointly?

Schools will continue to be inspected separately but OfSTED should inspect schools at the same time to form a complete overall picture of the work of the federation.

Do federated schools need to change the name of their school?

No, federated schools can retain their school name. This will be a decision for the federation. A federation will often choose a name to describe the whole federation as well as the individual schools within it retaining their own name.

Criteria underpinning a realistic and practical plan for securing a future federation of schools to maintain sustainable provision within a community

Introduction

It is recognised that, in some localities, particularly in rural areas, sustainable local education provision in primary schools can be compromised through low pupil numbers, the financial challenges facing small schools, and access to the capacity and range of expertise required to secure high quality provision and the level of support and challenges for teachers across the subject domains. The federation of schools features within the local authority's School Effectiveness Strategy 2018 and outlines advantages that federations can provide. Ofsted's research underpinning the new education inspection framework indicates a level of subject knowledge and curriculum leadership across all subjects including pedagogical knowledge and pedagogical content knowledge, the combination of which are needed for a school to be successful in developing a high-quality education for all its pupils. With small schools working in isolation, this is challenging to achieve.

One way of securing longer term sustainability of provision in some small and isolated communities is for the school to federate and partner with another, or other institutions. Whilst there is no direct evidence that this in itself will increase enrolment and thereby increase the school's financial resources, what it does is provide strength and access to a broader capacity to support teaching, learning and therefore the quality of education.

To convert an initial interest and discussion into a feasible and practical plan for federating, it is important that governors are able to demonstrate:

- a commitment with a full consideration of the practical steps they need to take,
- a formal agreement in place with a prospective federation partner/s to pursue the relationship,
- a mutual ambition to conclude the process over a realistic timeframe.

We recognise that completing the process of federating takes time, and that the governing boards of schools seeking to federate have a number of practical and strategic obstacles to overcome. However, for a plan to be successful, there needs to be a shared commitment between the governing bodies of the schools federating together to complete the process with a clear and practical roadmap on how they are to achieve this goal.

The checklist below provides an overview of the criteria and areas of note that the Local Authority (LA) would wish schools committed to federating together to have in place to demonstrate both commitment and a realistic and practical plan for achieving their goals.

Plan for Federation: Key areas to be included along with LA criteria		
Area of the plan	Evaluation Criteria	Criteria met or not met
Identification of appropriate federation partner	<ul style="list-style-type: none"> • The governing board has evidence of engagement with prospective partners; • The governing board has passed a resolution to formulate an agreement with a partner organisation/s and to pursue TOR for a federation between the parties; • The governing board/s of the partner organisation/s have passed a resolution and have a written agreement in place to federate with the school and to pursue TOR for a federation between the parties. This written agreement is documented in the GB minutes of each school involved; • There is a clear shared rationale of the benefits and purpose of the proposed federation between the various organisations involved. 	
Timeframe for concluding the federation process	<ul style="list-style-type: none"> • The action plan must identify an appropriate but realistic timescale for concluding the process of formally federating together with clear milestones which can be measured in terms of progress; • The action plan should include the following key areas: * <ul style="list-style-type: none"> ○ Governance of the federation and Governing Board Terms of Reference; ○ Leadership of the schools, particularly linked to overall leadership structure; ○ Staffing including middle leadership, any shared expertise across the federation and how this may be managed; ○ Finance and resources including how the finances and potential pressures in one or other of the schools are to be managed and accounted for; ○ Operational issues. • The plan will need to be agreed by the governing boards of all parties involved. <p><i>*The plan should at this stage be able to identify the key areas to be discussed and negotiated with any burning issues or potential challenges that will need to be resolved through the timescale for completing the process. It is not intended at this stage that a detailed plan will have been agreed that has solutions in each of these areas.</i></p>	

	<i>*An appropriate timeframe for concluding the process and formalising and moving into a federation would be for federation to be completed within 12 months.</i>	
A Staffing Plan	<ul style="list-style-type: none"> The school should have an agreement on the leadership structure of the federation and of the school and an appropriate interim plan for managing staffing until the federation process was completed e.g. How vacancies are to be managed until the permanent structure is implemented.* <p>The plan will need to be agreed by the governing bodies of all parties involved.</p> <p><i>*Although the federation detail may not be confirmed until later in the process, the schools involved may agree the leadership or staffing of particular expertise within the federation before that time where there are permanent vacancies.</i></p>	
Operational and Legal Issues	<ul style="list-style-type: none"> An agreed list of operational and legal issues to be resolved through the period of federating must be agreed with the governing bodies of all schools concerned. This should include issues to do with Diocesan engagement and governance where one or more parties is a church entity; Where the school is a Diocesan Church School, a letter of support from the Diocese/DBE for the process, the plans and agreement to proceed will be required. 	
Communication and engagement	<ul style="list-style-type: none"> Although the process will be led by the governing boards of the relevant schools, it will be important that there is clear evidence of parents and staff of those schools involved having been part of the process through being communicated with and consulted so that staff and parents understand the process, timeline, implications and benefits. 	
Support Required	<ul style="list-style-type: none"> The local authority is committed to supporting federations and, once federation has been formally confirmed, a package of support is provided during the first two years following federation to enable the federation to establish itself. To this end, although the federation process is led by the governing boards themselves, the federation (i.e. governing boards of the federating schools) is encouraged to identify areas where it may require support. 	

Where the plan meets the criteria, this will be taken as a commitment to complete the process within the appropriate timeframe and the local authority will work with all parties to achieve this. However, it is important that the roadmap and plans are agreed by all parties and have been discussed and agreed by full governing boards of the institutions concerned and not by a subcommittee unless such a committee has been given delegated powers to act and agree such plans on their behalf.

Regular engagement between the respective parties and the Local Authority is vital to ensure that any potential difficulties are overcome and that progress towards the federation meets the milestones and agreed timeframes. For details of the Federation Support Programme provided by the local authority please see below.

PLANNING

What to do next?

If you are considering partnership with another school(s), whether this is collaboration or federation, please contact the Local Authority through your Link Adviser, Area Education Adviser or a member of the Governance Team

jackie.gatenby@westsussex.gov.uk 03302224080
ruth.marsella@westsussex.gov.uk 03302224205

If you are a church school, please also contact your Diocese.

The West Sussex team that can support you will then be informed.

Collaboration planner - suggested items for consideration if discussing collaboration with other governing boards

Things to consider	Actions needed	notes	Dates agreed	By whom	Date completed	Impact
Discussions between schools and governing boards						
Agreement must be minuted						
Memorandum of understanding drawn up, if using						
If collaborating consider joint committee						
Consider review						

A Step by Step Guide to Federation.

This guidance tool is based on the School Governance (Federations) (England) regulations 2012 <http://www.legislation.gov.uk/uksi/2012/1035/made/data.pdf> and The School Governance (Constitution and Federations) (England) regulations 2016 http://www.legislation.gov.uk/uksi/2016/204/pdfs/uksi_20160204_en.pdf
 This can be helpful to complete as a record of the steps you are taking towards your federation.

Steps	Action needed	Suggested timescale in weeks	Notes	Dates agreed	By whom	Date completed
1	Schools agree informally to investigate the option of federation	Though this is shown as step 1, we would expect there to have been earlier discussion between headteachers and their chairs of governors, and possibly initial discussion in governing boards (GB).	This step - 0 Cumulative - 0			
2	Write or get written a report for the governing boards	For consistency, you may want the same report for each school, with sections covering school-specific issues.	This step - 4 to 6 Cumulative - 4 to 6			
3	Reports to be considered by the GBs at their next meeting	Must be an agenda item at a meeting for which at least 7 days notice has been given - you may wish to hold an extraordinary meeting on this issue alone. Each GB must decide if it wishes to proceed.	This step - 1 to 15* Cumulative - 5 to 21			
4	GBs wishing to proceed must prepare a formal proposal to be used in consultation	Consultees will include parents and staff so the report should be accessible to all.	This step - 2 to 6 Cumulative - 7 - 21			
5	Formal proposal circulated to all relevant persons - minimum 6 weeks (excluding school holidays - see below) to comment	See regulation 8(3) for details of consultees: LA, parents, staff for all schools; diocese or other relevant body if religious character; foundation governors or trustees where relevant - the wider the circulation the better (for example local schools not in the federation) so that the community is involved in the exercise. Full details of the proposal (size/composition of single GB [see regulations 21-27], staffing arrangements,	This step - 6 - 13 Cumulative - 13 - 40			

		admissions authority(ies), deadline comments). Explain reasons and benefits (and how potential challenges would be met). Though not explicit in Regulations, it is good practice to exclude holidays from 6 weeks, so could extend up to 30 weeks.					
6	Joint meeting of GBs to consider responses	Plan a meeting at the start of consultation process so that it can take place with full attendance ASAP thereafter.	This step - 2 Cumulative - 15 - 42				
7	Individual GBs meet to make the final decision on whether they wish to proceed	One option may be for the individual GBs to meet at the same time in separate rooms of a neutral venue then come together if both agree to proceed.	This step - 2 Cumulative - 17 - 44				
8	Notification of local authority and appointment/election of new GB of federation	GBs wishing to federate must notify their local authority [see regulation 9(3)] It is helpful to schedule a timetable for election and appointment in the original proposal to facilitate progress at this stage. It is helpful to make arrangements for governor support for the federating schools in the interregnum before the joint GB is in place.	This step - 8 - 12 Cumulative - 25 - 56				

*If waiting for regular meeting next term

Adapted from 'How hard federation can help your school' - department for children, schools and families 2009

A Practical Federation Checklist

An example - amended from a document kindly provided by Babcock LDP Governance Consultancy Team (Devon)

What a school MUST do once the governing boards have voted 'YES' to federation.

PROCESS	COMMENT
<p>Nominate a person to lead the next stage of the process who will also become the main point of contact with the Governance Team and AEA contacts. We recommend a clerk or Chair of Governor.</p>	
<p>Send letter to inform LA, parents and staff of outcome. Letters to parents and staff will need to enclose the election details for parent and staff governors.</p>	
<p>Email standard letter to Secretary of State for Education via: SchoolFederation.NOTIFICATIONS@education.gov.uk You will need to include the formal name of the federation, the names of the schools and a start date.</p>	
<p>Agree the name of those governors being put forward by each governing board to fill the Local Authority governor place. This should be a minuted resolution and agreed by joint committee. The nomination of Local Authority governors form must be completed and emailed to Governor Services.</p>	
<p>Names and copy of minuted resolution to be sent to AEA/Governance Team to be immediately actioned once the decision to federate is taken.</p>	
<p>Ensure pro forma Instrument of Government has been completed, signed off and dated by both/all Chairs of Governors.</p>	
<p>Send a signed copy of Instrument of Government to:</p> <ul style="list-style-type: none"> (i) Governance Team; (ii) The Diocese if a church school is part of the federation. 	
<p>Agree the job description for the executive headteacher/co-headteachers, as appropriate</p>	

Agree the Individual Salary Range (ISR) for the federation.	
Complete the form to notify the LA of the executive headteacher's appointment and salary and send the completed, signed form to schools.wsc@capita.co.uk	
Ensure an appropriate contract has been issued for the executive headteacher.	
Ensure payroll is informed of any change to the headteacher's salary and its distribution between the schools. All payroll changes will follow normal arrangements with HR Shared Services	
Complete the discharge process: reports and audit/inventory of assets (needed for the first meeting of the federated governing board).	
Take legal advice re: land and buildings if necessary. VA/VC schools should check with the Diocese.	
Remember! Existing governing boards continue in post until start date of new federation.	
Organise event(s) for governors who are not continuing on the federation board.	
Ensure the position of clerk to the new federated governing board is agreed.	
Inform newly elected parent and staff governors.	
Clerk to liaise with Governance Services to ensure up to date details are held on database.	
Set date of the first meeting of the new governing board – this should as soon as possible after, but preferably on the actual start date of the new federation.	
First Meeting of the New Federated Governing Board At this meeting: Co-opted governors are co-opted; Clerk is formally appointed; Chair and Vice-Chair are elected.	

Consideration of timescales for governor appointments/elections for federation

Parent Governors (2 per federation)

Takes 4-5 weeks.

Parents are approached for nominations and given a timescale to submit these. We would recommend 2 weeks for this.

If more nominations than positions are received the schools must send out ballot papers so the parents can elect their chosen candidate.

A date must be provided for the return of the ballot papers and, again, we would recommend allowing two weeks for this.

Staff members who are also parents are not eligible for a parent governor position unless they work in school for less than 500 hours per year.

Term of office – anything from 1 – 4 years as set out in the Instrument of Government.

Staff Governor (1 per federation)

Takes 3-4 weeks.

Staff are invited to express an interest in the position. If more than one staff member expresses an interest then a ballot is held and all staff must be given the opportunity to vote.

All members of staff on the schools' payroll are eligible for the staff governor position regardless of how many hours they work in school.

Term of office – anything from 1 – 4 years as set out in the Instrument of Government.

Co-opted Governors (no limit to number – most aided schools won't have co-opted governors)

No timescale.

Co-opted governors are appointed by the governing board at a full governing body meeting. Any governor can nominate someone for the position or governors can advertise and invite applications. Staff and parents can be appointed as co-opted governors but there are restrictions on the number of staff members a governing board can have. Co-opted governors should be appointed for the skills they have (or are willing to undertake training in) to support the governing board.

Term of office – anything from 1 – 4 years as set out in the Instrument of Government.

Local Authority Governor (1 per federation)

Can take 3-4 months.

Local Authority governors are nominated by the Deputy Director of Education to the governing board and the governing board can either appoint the nominee or reject the nomination.

Term of office will always be 4 years.

Foundation Governors (number depends on type of school)

Foundation governors are appointed by the relevant Diocese. The timing of appointments can be very quick or can take a long time, depending on availability of willing candidates who meet the required conditions.

Term of office will always be 4 years.

USEFUL DOCUMENTS AND LINKS

The School Governance (Federations) (England) regulations 2012

<http://www.legislation.gov.uk/uksi/2012/1035/made/data.pdf>

The School Governance (Constitution and Federations) (England) regulations 2016

http://www.legislation.gov.uk/uksi/2016/204/pdfs/uksi_20160204_en.pdf

School Governance (Collaboration) (England) Regulations 2003

<http://www.legislation.gov.uk/uksi/2003/1962/contents/made>

Documents about making significant changes to schools (for example, expansion), closing schools and opening new schools:

<https://www.gov.uk/government/collections/school-organisation>

<https://www.gov.uk/government/publications/school-organisation-maintained-schools>

The DfE has published guidance on federations/Case Studies for governing bodies to consider:

<https://www.gov.uk/government/publications/governance-in-federations>

Governance Handbook 2020

<https://www.gov.uk/government/publications/governance-handbook>

5.3.2 Maintained School Federations and 5.4 Collaboration

West Sussex School Effectiveness Strategy

<https://www.westsussex.gov.uk/about-the-council/policies-and-reports/school-policy-and-reports/school-effectiveness-strategy/>

Diocese of Chichester – Brief guide to Federation 2019

<https://schools.chichester.anglican.org/documents/diocese-chichester-brief-guide-federation/>

Taking the Next Step: Considering forming or joining a group of schools 2019

https://www.nga.org.uk/getmedia/df6d2273-dd41-4fcd-86a1-c67ce13df002/Guidance-Paper_Taking-the-next-step_considering-forming-or-joining-a-group-of-schools_May-2019.pdf

NGA/Association of School and College Leaders/Browne Jacobson

National Governors Association Campaign : 'Federation First'

<https://www.nga.org.uk/Removed-2018/About-us/Campaigning/Federation-First.aspx>

NGA's guidance on executive headship:

<https://www.nga.org.uk/.../NGA.../Executive-headteachers.../Exehead-report-final.pdf>

The governance of federations 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/350758/the-governance-in-federations.pdf

National College of Teaching and Leadership

A National College Guide to Federations 2010

National College for Leadership and Children's Services
A National College Guide to Collaborations 2010
National College for Leadership and Children's Services
Guidance for small schools considering reorganisation WSCC paper
How hard federation can help your school 2009
Department for children, schools and families

ADDITIONAL SOURCES:

East Sussex County Council have been promoting federations for a much longer time than West Sussex County Council. Their guidance is comprehensive and contains more recent case studies. East Sussex federation documents include:

<https://czone.eastsussex.gov.uk/school-effectiveness/school-partnerships/federations/>

Details are available at: <https://czone.eastsussex.gov.uk/school-effectiveness/school-partnerships/federations/federation-downloads/>

- A guide to federation;
- Governor checklist and risk analysis summary;
- Effective governance of federation;
- Next steps to a federated governing body.

The Diocese of Chichester guidance on governance is available at:

<https://schools.chichester.anglican.org/governance/>

The Diocese of Arundel and Brighton "Any draft decisions on federations involving Catholic schools are subject to the Bishop's approval and would therefore need to be referred to the diocese in the first instance". In addition please ask governing bodies of Catholic schools to contact us at the outset by emailing gill.sajnog@abdiocese.org.uk

Devon County Council guidance on schools converting to federations:

<https://www.devon.gov.uk/supportforschools/finance/federations>

Other local authorities provide guidance that you might find helpful.

Experiences and comments from schools

Thank you to the following schools who have shared their thoughts on partnership and federation:

Durrington Infant and Junior Federated Schools

Even though it may feel daunting to potentially double the size of the school you are responsible for, being in a federation allows two schools to share their best practice and support each other through more challenging issues.

The ethos, staff, skills, CPD, buildings and resources can be shared allowing for more flexibility, and the transition is smoother for the children, parents and staff. Support that was in place in the infants can be carried across to the juniors without a complicated handover and change of paperwork and systems.

Graffham and Duncton Federated Schools - benefits include:

- retention of schools in both villages;
- saving on cost of key staff (headteacher, business manager, deputy headteacher);
- ability to attract better quality leaders;
- ability to make use of a bigger bank of expertise than would be available to a small school (subject leaders);
- achieving better transition between Key stage 1 and 2;
- bigger pool for recruiting governors across two schools with just one governing board;
- children benefit from feeling part of a larger community;
- teachers work with a larger group of colleagues so breadth of professional skills and dialogue

Downland Village Schools Federation (Rake & Rogate primaries) – formed in June 2020

- 18 months partnership (one head and business manager) led to creation of federation in June 2020;
- joint strategy and curriculum committees demonstrated almost identical vision and values;
- still took 12 months to convince staff, parents and governors that benefits for both schools justified full union;
- 'good' ratings for both schools in first month of new Ofsted framework (Oct 2020) helped!
- joint inset days and staff meetings, shared curriculum planning, joint trips and shared resources;
- shared subject leadership and staff opportunities - two staff already promoted from one school to the other;
- new challenge relished by Rake's headteacher (now exec HT) and senior leadership;
- salary savings and growing pupil numbers allowed recruitment of more experienced staff, new class;
- single board of governors bringing clearer strategic decisions and financial / management oversight;
- governors retained local school committees to safeguard individual school strengths.

Devon has some useful guidance on federation and partnership working, including a case study, which can be found at:

<https://www.babcockldp.co.uk/improving-schools-settings/governance-consultancy/federation-and-partnership-working>

Federation Support Programme

Introduction

A commitment has been made as part of the local authority's promotion of school federations, to provide a support package for newly federated groups of schools to support the strengthening of the federation over the first two years once formal federation has been agreed. The rationale underpinning this is based on the NCSL Report: Hard Federations of Small Primary Schools which identifies the time needed to embed a successful federation and the particular training and support that leaders and governors may require in the first two years of a federation to consolidate and to develop a new approach to leading and governing. We recognize that such a programme of support will need to be tailored specifically to the needs of each federation and also that it will need to be agreed one year at a time as the needs may alter over the first two years.

What can be supported through the programme?

The Federation Support programme is specifically to support federation related issues and is separate to any local authority brokered school improvement intervention or bid for funding from the Schools in Financial Difficulty (SiFD) programme or AIIB. It must meet and satisfy the following key criteria:

- The support is not a stand-alone financial package but will be a blend of additional officer or school support, training and some financial support to provide some internal release time;
- The support is to provide capital investment or to cover any salary shortfall in school budgets;
- The programme has to be 'federation specific' and dealing with federation specific issues rather than general school improvement which remains the responsibility of the schools within their own financial resources;
- The support needs to be linked to measurable successes and impact in overcoming some of the federation issues identified which can be quantified over the period of support;
- The programme of support will be allocated against an agreed action plan and can be linked to issues of governance, leadership, improving communications, breaking down barriers and culture within the school and parent community to engage in federation thinking, and strengthening cross federation capacity to address any inequalities for pupils between different schools within the federation;
- The support is limited in nature, and consideration will be given to other additional funding mechanisms accessed by the schools in order to avoid duplication; and
- Support is time limited and therefore needs to be targeted on what can be achieved within the resource and the timescales. Planned actions should be realistic and time defined. The support is provided as supplementary support to the federation's own longer-term plans and prioritisation of resources to establish the federation's success

How do I access the support and what should I do next?

Once a federation is agreed and formalised, a request and plan for additional support can be put forward. Whilst the support is a two-year programme, it is recommended that a plan is submitted for year 1 and then this is reviewed at the end of the year to then determine the support in year 2. The recommended process for securing the support would be as follows:

- The governors and federation headteacher/executive headteacher need to review what the key issues across the federation are that need prioritising and which would benefit from external support (*please consider the barriers that may be affecting the effectiveness of the federation as a whole rather than the effectiveness of each individual school*)
- Consider what actions can be taken to address the barriers over an appropriate timeframe by the governance and leadership of the federation and areas will need external support to bring about the changes needed in particular areas which could include:
 - Federation governance and leadership
 - Financial planning across the federation including structures and longer-term financial management;
 - Communication and parental engagement as a federation community;
 - Collaboration and developing an understanding of the federation within the pupil and staff community;
 - Leadership and staff training to develop capacity across the federation to bring about increased equality of provision and quality;
 - Collaboration and strengthening capacity through targeted release of leaders to build consistency across the federation;
- Share initial ideas with the school's Area Education Adviser to determine key areas of priority and a realistic blended package of support over two years but split into two separate projects which may include:
 - Identified additional adviser time to support development
 - Training for the school staff and leaders/governors;
 - Access to training and CPD for staff in key areas;
 - Consultancy support, for example from a finance and HR officer, governance officer, subject adviser;
 - Financial support to release targeted resource within the federation;
 - Financial support for communications and cross federation events;
- Agree with the Area Education Adviser and Assistant Director: School Effectiveness a costed action plan with measurable outcomes to be achieved and to which the impact on the federation can be measured;
- Provide reviews against the plan through the link adviser;
- At the end of year 1 undertake a full shared review of the impact of the programme and determine the detail of the second year's support;
- At the end of year 2, to agree how the federation will address any outstanding issues;

What should the action plan look like?

The action plan should be agreed between the executive headteacher or headteachers of school and the governing body of the federation and should align with the federation's own longer-term development plan. Whilst there is no defined format for the plan which ought to reflect the federation's own planning formats or templates, the plan will need to incorporate a number of key features, these being:

- What is the objective for each separate element of support (*this should incorporate a clear aim and how this links to the broader federation objectives and development plan*)
- What the outcomes are that the plan is aiming to achieve (*these should be measurable in terms of what is to be achieved in order that the plan's success can be evaluated*);
- A timeline and key dates to help leaders and governors pace the project and ensure that it fits in with the broader work taking place at the school and is manageable);
- Detail of the support required and how this will be used (*clarity on what exactly the support is, how it will be used, and who will be involved*);
- Costs in terms of time, external resource required, and any financial support required (*this may be numbers of days for training, consultancy support or financial support and how this is to be used*)
- Who and when are governors overseeing the monitoring and evaluation of the impact of the support.

Examples of initiatives that could be supported and those that would be unlikely to receive support

The following examples aim to illustrate some of the initiatives that could be considered but also those that would be unlikely to receive support, and why.

Federation Governance and Leadership

Funding or partial funding for leadership training for the Executive HT to secure the NPQEL qualification
The HT role in managing schools across more than one site and influencing change in different schools is a particular skillset and, depending on the individual and their learning needs, this could be supported
Consultancy support from an experienced governor of a federation and additional training on governance from the Governors' Service or a commissioned NLG
Working with governors who have previously been connected and have a close relationship with one of the federated schools to help them take a 'federation view' could help overcome partisan thinking amongst a governing body comprising of individuals who still have personal interests in one of the federated schools. This could be supported

Covering the costs of attending middle leadership training for subject leads to upskill middle leadership to strengthen capacity underneath the Executive HT in each campus
Strengthening leadership capacity in each school to ensure operational management and leadership is not overly reliant on the Executive HT could reduce pressure points and the need for the Executive HT to firefight on school specific operational management issues. This could be supported.
Funding training or release time for the Executive HT to undertake Ofsted inspector training
This is not a federation specific need and, whilst increasing the professional expertise of the Executive HT and potentially bringing additional expertise and insight into the schools' own improvement thinking, this is not to specifically address a 'federation issue' and therefore should be funded and supported from elsewhere

Continuing Professional Development and Training

Funding to release staff to visit other schools to observe good practice in teaching or curriculum design
This is not a 'federation specific' issue but one that is linked to broader school improvement and is therefore the responsibility of every school to manage through its own resources and training budget. This is unlikely to be supported
Providing release time for staff to observe each other and share good practice within the school and across schools within the federation
This is too generic a proposal and is not federation linked. If the intention is to increase consistency of good teaching and practice across the school, this is a school improvement initiative and one that would normally be the general responsibility of every school and is not specific to a federation. This is unlikely to be supported.
Releasing subject leads to create and establish federation wide curriculum plans and assessment moderation across the federation of schools
This has a clear focus on improving consistency across the federation by using expertise to support a whole federation programme and approach and quality checking outcomes across both campuses. This is federation specific and could be supported.
Releasing a lead subject teacher in one school to share and develop expertise and capacity alongside member of staff in another school within the federation to develop greater consistency in the quality and outcomes of the subject across the federation
This is clearly aiming to build capacity in one school in the federation where currently expertise is lacking which could be leading to inequality in provision for pupils in the subject across each school within the federation. This is a federation specific issue and aiming to strengthen the federation by ensuring equity for children whichever campus they attend. This could be supported

Additional Consultancy

Additional link adviser time to support the Executive HT in reviewing quality and preparing for an Ofsted inspection
This is not a 'federation specific' issue but one that is linked to general school quality and Ofsted preparation. It is additional time that is focused on generic school improvement issues and is therefore unlikely to be supported.
Two days focused finance officer and HR consultancy to review staffing structures and organisation across the federation
This is federation specific and aimed at helping redefine a cost-effective structure for the federation and also to review whether there are any particular savings or resources that could be better deployed efficiently for the benefit of the federation. This is likely to be supported
Funding to bring into the school an external consultant or artist to work on a project across the federation to bring all children together and building a working relationship between the two schools
This has a clear focus on building a culture of federation within the two or more schools and has potential to initiate a culture of co-operation and sense of belonging to a bigger group. This is federation specific and could be supported.
Additional consultant support to lead training in emotional wellbeing for all pupils and how to manage pupils' anxieties post Covid
Whilst potentially a very valuable consultancy which would bring added value to all teachers, this is not a 'federation specific' issue and is indeed one that all schools are having to manage. It is therefore unlikely to be supported as it is too general, core to what all schools should be working towards, and not specific to the federation development.

Additional Funding

Funding to release key leaders across the federation to develop a federation wide curriculum design that ensures equity and consistency
Release time could be supported as it is aiming to bring the leader expertise from across the federation to create a federation wide programme that will bring benefits to all children and ensure greater equality across each school in relation to the offer for pupils. This could be supported
Funding to provide supply cover for leaders to monitor teaching and learning in the school
This is a general school leadership responsibility and is not federation specific. If the intent is to fund this activity because the schools' funding is unable to provide this due to being in deficit or challenged, the federation support plan is not the mechanism for this. Other funding streams would need to be pursued. This would not be supported
Investment of £25,000 to renew the IT system in one of the schools to bring it up to par with the other federation school or schools

Whilst this is of benefit to improving consistency and equality of access to IT across the schools within the federation, resources available through the federation support would not be available to provide such a large capital injection. It would be recommended that this was part of the federation's key resource priority planned over time to upgrade. This would not be supported based on the lack of resource available although there could be benefits to the federation.

Funding to improve IT for home-based learning and communication with parents across the federation.

Depending on the rationale and current situation across the federation, this could help improve the efficiency of communications with parents and also help develop a culture of federation thinking amongst the parent community. It could also provide for a consistency in the way home learning is provided across all schools in the federation. This could be a 'federation specific' issue but the costs may be too great for funding to be provide to fully cover the cost of such initiative. However, if there was to be match funding or some additional grant could be secured from elsewhere, this could be supported with a finite financial contribution through this programme.

Funding to cover a part time teacher supporting SEND as the schools' budgets are already in deficit and the number of pupils with SEND is growing

The support programme is not there to cover general budget shortfalls or compensate for resources that the school would like to have but are unable to afford. The cash injection is purely to support current revenue shortfall and not focused on building long-term federation capacity. This would therefore not be supported

Funding to provide a settlement or redundancy for surplus leadership roles as part of a federation wide structural review

Whilst this programme is possibly unable to access the financial resource to cover redundancy costs, if the federation plan incorporated an agreed restructure to ensure greater financial viability across the schools within the federation, we would look at ways of how we could support the federation in reaching its ambitions and working to manage any staffing reductions or restructured grades and roles.

The above are there to provide only illustrative examples to clarify the logic in thinking when considering an application for support. Please consider your federation first, what are the key blockers that need unlocking, and what is a feasible and realistic programme of support that the local authority can support and fund.

Further support and information

Please contact your Area Education Adviser if you would like any further support or information.

APPENDICES

Appendix 1

An example of a workshop session agenda - You may find this helpful when planning your meeting to discuss partnership working with another governing board.

Meeting with governors from X Primary and Y Primary

Date:

AGENDA:

- Introductions
- To confirm where are we now and what we want to achieve today
- Discuss the proposed timeline
- To identify and clarify what the benefits and concerns might be about federation for children, staff, parents, governors and the wider community?
- What would the governing body look like?
- What finance, HR and other issues need consideration? Due diligence required.
- What might the leadership structure look like?
- Confirm next steps and who will do what.
- To draft and agree letter of consultation and agree specific dates for meetings/consultation events within timeline.

Amended from a document kindly provided by Babcock LDP Governance Consultancy Team (Devon)

Appendix 2 – INSTRUMENT OF GOVERNMENT

When schools are federating a new instrument of government for the new federation needs to be drawn up and sent to the Local Authority for signing by Legal Services.

A draft Instrument of Government (IOG) template and guidance for federations which include one or more foundation schools

1. The name of the federation is: [name] Federation
2. The names and categories of the schools in the federation are:

	Name	Category
1	[school name]	
2	[school name]	

3. The name of the governing body is:
The governing body of [name] Federation.
4. The governing body shall consist of the following:
 - a) Two parent governors;
 - b) One staff governor;
 - c) One headteacher per school;
 - d) One local authority governor;

- e) ___ foundation governors, (including two ex-officio foundation governors for aided schools);
- f) ___ co-opted governors.
5. Total number of governors: ___
6. The Diocesan Board of Education shall appoint ___ foundation governors.
The Parochial Church Councils of the Parishes of _____ shall nominate one foundation governor each for the Diocesan Board of Education to appoint.
7. (a) The holders of the following office shall be ex-officio foundation governors: The incumbent or priest-in-charge of the parishes of:

(b) The Archdeacon of the Archdeaconry in which the schools are situated shall appoint a foundation governor to act in the place of either of the ex-officio foundation governors whose governorship derives from the offices named in (a) above, in the event that the ex-officio foundation governor is unable or unwilling to act as a foundation governor, or has been removed from office under regulation 21 of the Regulations.
8. Recognising their historic foundation, the schools will preserve and develop their religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The schools aim to serve their community by providing an education of the highest quality within the context of Christian belief and practice. They encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience they offer all their pupils.
9. There is a trust related to both the schools of which the trustees are _____.
10. This instrument comes into effect on [date].
11. This instrument was made by order of West Sussex Local Authority on [date].
12. A copy of the instrument must be supplied to every member of the governing body (and the head teacher if not a governor), any trustees and to the appropriate religious body.

A draft Instrument of Government (IOG) template for federations without any foundation schools

1. The name of the federation is [.....] **Federation**.
2. This is a federation of the community schools of [names of each school in the federation].
3. The name of the governing body is **“The Governing Body of [.....] Federation”**.
4. The governing body shall consist of:
 - a. Two parent governors;
 - b. One local authority governor;
 - c. One staff governor;
 - d. [.....] headteachers (one from each school);
 - e. [.....] co-opted governors.
5. The total number of governors is [.....].
6. *If any category of governor has a term of less than 4 years it should be noted here.*
7. This instrument of government comes into effect on [.....].
8. This instrument was made by order of West Sussex Local Authority on [.....].
9. A copy of the instrument must be supplied to every member of the governing body (and the headteacher if not a governor).

We would like to thank the following governor services for their support Devon, East Sussex, Hampshire and the Dioceses.

We hope you have found this document useful. If you have any further questions or comments please do not hesitate to contact a member of the governance team

Contact details:

jackie.gatenby@westsussex.gov.uk

ruth.marsella@westsussex.gov.uk

03302224080

03302224205