

**10 February 2014****Agenda Item: 10****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND  
INCLUSION****EDUCATION TRUST BOARD OFFICER GROUP REPORT****Purpose of the Report**

1. To advise Members of the Committee of the terms of reference, composition and recent work of the Education Trust Board.

**Information and Advice**

2. As Members will be aware, the Department regularly seeks the views of headteachers and governors through a range of consultation processes. These consultations vary from statutorily required consultation over such matters as a school's closure or merger, through to more informal processes such as e-mailing schools to seek their comments on proposed strategy or policy changes which affect them, such as the recent update of the Schools Policy (2013). The Education Trust Board fulfils an important aspect of this consultation process in that it seeks to involve headteachers and governors actively as the Department considers changes in aspects of its relationship with, and service to, schools. The defined purpose of the Board is:

*'To provide a forum that enables schools to be active participants in guiding innovation and strategy and in shaping service delivery to raise attainment and achievement of children and young people in Nottinghamshire'.*

3. The Education Trust Board comprises three headteacher phase boards, one each for primary, secondary and special schools, and a board to represent the views of school governors. In the case of the primary and secondary boards, each has a headteacher representative from the relevant phase with each of the seven districts of the County represented by a single headteacher. As there are only 11 special schools, it was the preference of the headteachers that each of them should be on their board. In the case of the governors board, each district of the Council has a governor representative, as well as there being an equal number of representatives nominated by the Nottingham Association of Governors (NAGS). Each of the boards elects their chair. The boards are served by the Service Director for Education Standards and Inclusion, with other officers attending as required, according to the agreed agendas. Both members and officers may put forward items for the agenda, with the final version being approved by the chairs.

4. Each chair of the headteacher and governors boards represents his or hers board on the main Education Trust Board, chaired by the Corporate Director for Children, Families and Cultural Services. This Board usually meets twice annually. The members of this main board elect one of their number to represent education interests on the Children's Board for the Local Authority.
5. Over the past 12 months the boards have played a significant role in informing the development of policy in regard to the implementation of the Social, Emotional and Behavioural Difficulties (SEBD) Review. Members may recall that at the meeting of this Committee on 13 January 2014 the work of the Schools Forum was reviewed and the unanimous decision of the headteachers of the Forum to approve a cost recovery mechanism for schools, or partnerships of schools, which excluded pupils beyond the numbers agreed, was a notable event. This proposed mechanism had already been debated fully in the various education boards and this helped prepare the way for that key enabling decision.
6. The boards also debated, and influenced, the proposed rewording of the Schools Policy (2013) as well as being an important sounding board for all the negotiations concerning the re-distribution of the schools' budgets of the past two years. All of the boards made a contribution to the formulation of the Special Educational Needs and Disabilities (SEND) Pathfinder initiative, which has placed the Department at the forefront of the Government's plans to integrate the education, health and care (EHC) plans for children with disabilities into a single EHC plan.
7. Among the agenda items agreed for this New Year is a debate concerning the proposed changes to the National Curriculum to be implemented from September 2014, and beyond. The views of the headteachers, as indicated through their representative boards, will be reported to this Committee.

### **Other Options Considered**

8. None. The purpose of the report is to advise Members of the constitution and work of the Education Trust Board.

### **Reason/s for Recommendation/s**

9. The Members of the Children and Young People's Committee are being advised of a particular feature of the Department's work which influences and develops the relationship of the Council with schools.

### **Statutory and Policy Implications**

10. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

## **RECOMMENDATION/S**

- 1) That the purpose, composition and recent work of the Education Trust Board be noted.

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### **Constitutional Comments**

11. As this report is for noting only, no Constitutional Comments are required.

### **Financial Comments (KLA 24/01/14)**

12. There are no financial implications arising directly from this report.

### **Background Papers and Published Documents**

None.

### **Electoral Division(s) and Member(s) Affected**

All.

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