



STREETSBROOK INFANT & EARLY YEARS ACADEMY

Trustees and Local Governing Body, 2026-27

*List of Committees and Membership along with
Individuals Roles and Responsibilities*

Structure for the Academy Trust and The Governing Body

Members of Streetsbrook Academy Trust:	Adrian Pierssene, Sophie Lawless, Nigel Smitten
Trustees of Streetsbrook Infant & Early Years Academy:	Nick Chadaway, Kate Llewellyn, Louise Minter, Adrian Pierssene, Mark Rogers, Rachel Turner
Chair of Trustees:	Adrian Pierssene
Vice Chair of Trustees:	Nick Chadaway
Chair of Local Governing Body	Nick Chadaway
Vice Chair of Local Governing Body	Kate Llewellyn

Streetsbrook Infant & Early Years Governing Body Committees

	CHAIR	VICE-CHAIR	Other Members
Finance, Audit & Risk Committee	Nick Chadaway	Charlotte Heeney	Elspeth Miller, Louise Minter, Chris Yates,
Personnel & Pay Committee	Kate Llewellyn	Rachel Turner	Nick Chadaway, Louise, Minter, Mark Rogers
Exclusions & Suspensions	To be appointed as and when necessary		
Complaints	To be appointed as and when necessary		
Disciplinary	To be appointed as and when necessary		
Appeals	To be appointed as and when necessary		

Governors wishing to place items on the agenda should speak to the Chair of Committees at least 2 weeks in advance of the meeting. The Chair will liaise with the Headteacher regarding agenda items, two weeks before the meeting, so that she may draw up an agenda.

The Governance Professional will ensure that agendas and supporting documents are uploaded to the website a week before the meeting. Items included in the 'annual programme' to be included.

The Chair will liaise with the Vice Chair if unable to attend any meeting.

Governors are expected to be well prepared for meetings by reading all the relevant paperwork (to be extended upon).

The Governance Professional will send draft minutes to the Chairs one week after any meeting and circulated to all Governors within two weeks following any meeting.

The Chair of Governors and Chairs of Committees will check minutes of the meetings, and liaise with the Head as appropriate.

The Business Manager will be invited to attend Finance, Audit & Risk Committee and Trustee meetings. The EYFS Leader, SENCO and Childcare Manager will be invited to Local Governing Body Meetings. The Childcare Administrator will be invited to Finance, Audit & Risk Committee meetings where applicable.

Set out below is an outline of the tasks that are undertaken by the Designated Governors. However, this list is not exhaustive, Governors are encouraged to shape and develop their role accordingly to their own skill base and interest.

Individual Responsibilities		
AREA OF RESPONSIBILITY	NOMINATED GOVERNOR	RESPONSIBILITIES/ GOVERNOR ACTIVITIES
Chair of Trustees	Ade Pierssene	To lead the Board of Trustees, to Chair meetings, to review SCR
Vice Chair of Trustees	Nick Chadaway	To act as Chair in Chair's absence
Governor Responsible for Staff and Children Mental Health & Well-Being	Nick Chadaway	To come into school twice a year to meet with Headteacher, Louise Minter. Activities to include: • Discussions regarding the curriculum provision to support children's mental health and well-being at Streetsbrook • Discussions around staff mental health and well-being, including monitoring our annual programme • To undertake training courses as appropriate
Governor Responsible Inclusion including SEND, EAL & Equality & Diversity	Kate Llewellyn	To come into school at least twice a year to meet with Headteacher, Mrs Louise Minter and SENCo, Mrs Gemma Carey. Activities to include: • To have an overview of Inclusion at Streetsbrook, including the Inclusion Action Plan and Inclusion Audit Tool • To have a specific oversight of SEND arrangements • To work alongside the SENCo to monitor outcomes for children on the SEND and EAL registers • To attend termly Inclusion Forums • To review how expertise and resources are used to ensure Streetsbrook is an inclusive school (Link to SIP priority 2 – Reading for Pleasure) • To review the school's progress with the Nurture UK Training • To undertake training courses as appropriate • To take an active role in the review of any associated policies e.g. Inclusion, Equal Opportunities, Accessibility Plan, Local Offer

Governor Responsible for Governor Induction and Professional Development	Nick Chadaway	Activities to include: - To contact new governors as soon as they are appointed, ensuring they feel welcomed and valued. Arrange for new governors to visit the school, and receive all relevant information, including: - Governor's Leadership Handbook - Governor's Recruitment & Induction Policy - DfE Governance Handbook - Code of Conduct - Annual Training programme - Yearly Overview - Keeping Children Safe in Education 2022 - To liaise with Governance Professional to ensure appropriate on-going professional development for all governors, liaising with the Leader for Continuing Professional Development - To ensure all Governors complete a summary evaluation of their activities each term, to be included in the report for Governors - To liaise with the Headteacher and Deputy Headteacher as appropriate to review policies e.g. Induction, CPD
Governor responsible for Working with Parents	Kate Llewellyn, Rachel Turner	Activities to include: - To attend termly Parent Partnership Meetings - To co-ordinate a Governor presence at school events, including Parents Evenings, Christmas Productions, Class Assemblies and PTA events etc
Governor responsible for Attendance	Helen Everitt	To come into school twice a year to meet with Louise Minter & Rachel Lazar. Activities to include: - To monitor the attendance of the children at Streetsbrook, including different groups e.g boys, girls, children with SEND - To monitor the numbers of unauthorised absences and explore the reasons for these - To identify actions that leaders have taken to improve attendance - To have oversight of the DfE's tool for monitoring attendance
Governor Responsible for Outcomes	Rachel Turner (EYFS) Kate Llewellyn (KS1)	To come into school twice a year to meet with Headteacher, Elspeth Miller (KS1), EYFS Lead, Zoe Ward and Childcare Manager, Jade Taylor Activities to include: - Scrutiny of termly data, including outcomes for different groups e.g, boys, girls, PP, SEND - To identify actions that leaders have taken to narrow any gaps, including any interventions - Updates around the implementation of Little Wandle and Mastering Number - To have oversight of the IDSR - Discussions with children (and their books) to ascertain their views on their learning - Discussions with class teachers
Governor Responsible for Safeguarding, Child Protection, inc. LAC, PLAC, Online Safety, Filtering and Monitoring	Chris Yates	To come into school twice a year to meet termly with the DSLs, Louise Minter, Elspeth Miller and Jade Taylor who are responsible for safeguarding and child protection. Activities to include: - To review relevant policies e.g. Safeguarding, Child Protection, Safer Recruitment - To review the Single Central Record (SCR) - To contribute to any Safeguarding Audits as and when appropriate - To understand fully the processes and procedures that are in place to protect our children, including first-aid and medical arrangements. - To develop a secure understanding of Filtering and Monitoring in line with KCSIE, 2024

		• To undertake training as appropriate • To ensure that all trustees and governors are aware of the processes and procedures for safeguarding and child protection however this designated role is to ensure the school has a clear approach to identifying and responding to our vulnerable children • To undertake appropriate training
Allergy Awareness	Mrs Kate Llewellyn	Oversight of the allergy safety policy covering the below How school will identify pupils with allergies and minimise the risks of exposure to known allergens • Staff training in allergy awareness and emergency response • Individuals at risk of anaphylaxis will have access to their prescribed adrenaline devices, alongside 'spare' adrenaline devices • Pupils with allergies will be able to participate in visits and trips • Individual healthcare plans (IHPs) will capture specific arrangements (including any allergy action plan and/or asthma plan) • The school will promote the wellbeing and inclusion of children and young people with allergies Pupils who need support with allergies should have IHPs Serious incidents or 'near misses' involving pupils with allergies must be recorded
Governor Responsible for Pupil Premium	Charlotte Heeney	To come into school twice a year to work closely with the designated member of staff for Pupil Premium, Mrs Elspeth Miller. Activities to include: • To understand how the separate funding stream known as Pupil Premium is spent • To monitor the attainment of children who are eligible for Pupil Premium (are we narrowing the gap?) • To ensure that the statutory requirement to publish our Three Year Pupil Premium Strategy • To undertake appropriate training
Governor Responsible for Health & Safety	Helen Everitt, Chris Yates	Activities to include: • To oversee policies and procedures related to Health & Safety, including feedback from the recent LA H&S Audit, Asbestos Management Plan, Playground Equipment Audits, Indoor Equipment Audits • To have sight of risk assessments and report changes to the Full Governing Body • To have oversight of staff training in H&S • To oversee Educational Visits and Evolve procedures by arranging to meet with the Deputy Headteacher, Mrs Elspeth Miller on an annual basis • To carry out half-termly health and safety walks with the Headteacher, Louise Minter, Business Manager, Fliss Miles and Site Manager, Jason Oliver, highlighting any needs that may occur • To attend termly meetings with the children's H&S Group • To report to the Finance, Audit & Risk Committee any improvements required • To undertake appropriate training
Governor Responsible for School Website Compliance	Charlotte Heeney	Activities to include: • To liaise with the Headteacher on an annual basis to check the school website content is compliant with DfE statutory requirements • To be aware of any changes or updates that are specified by the DfE and feedback to the Full Governing Body

In addition to our designated roles, Governors are named in the annual School Improvement Plan priorities. Specific duties for that particular year are allocated to members of the Governing Body and these are outlined below:

School Improvement Plan Responsibilities, 2026-27		
<i>Inclusion</i> To embed consistent, high-quality universal provision across the school, ensuring inclusive classroom practice meets the needs of all learners and improves outcomes for all children.	Kate Llewellyn	To come into school twice a year to meet with the appropriate member(s) of staff – Louise Minter & Gemma Carey Activities to include: • Learning walk with the SENCo around the school, focusing on the universal provision that is in place; this includes our Hive provision • Scrutiny of the universal provision in place, including the impact it is having on outcomes and the consistency in which it is being used • Oversight of the training that is taking place with an open invitation to attend • Attendance at termly Inclusion Forum meetings • Scrutiny of the SIP Action Plan • Oversight of the mental health and well-being of staff and how this is prioritised
<i>Achievement</i> To rigorously monitor and track the progress, attainment and wider development of disadvantaged pupils across EYFS and Key Stage 1, ensuring that any emerging barriers to learning are identified early and addressed promptly through targeted support, so that pupils achieve well from their starting points and gaps are narrowed.	Rachel Turner (EYFS) Kate Llewellyn (KS1)	To come into school twice a year to meet with the appropriate member(s) of staff – Louise Minter & Elspeth Miller Activities to include: • Scrutiny of outcomes for our disadvantaged pupils, including how we are tracking this particular group • Knowledge and understanding of the interventions that are put into place to support academic progress and personal development • Open invitation to attend Pupil Progress meetings • Scrutiny of the SIP Action Plan • Oversight of the mental health and well-being of staff and how this is prioritised
<i>Attendance & Behaviour</i> To narrow the attendance gap for disadvantaged pupils by strengthening attendance monitoring, removing barriers to regular attendance, and reducing persistent absence through targeted support and partnership with families.	Helen Everitt	To come into school twice a year to meet with Louise Minter & Rachel Lazar. Activities to include: • To scrutinise the attendance of the children at Streetsbrook, with a particular focus on our disadvantaged pupils • To monitor the numbers of unauthorised absences and explore the reasons for these • To identify actions that leaders have taken to improve attendance • To have oversight of the DfE's tool for monitoring attendance • Scrutiny of the SIP Action Plan • Oversight of the mental health and well-being of staff and how this is prioritised
<i>EYFS</i> To consolidate and strengthen the successful strategies and approaches implemented in 2025-26, securing consistently high outcomes for all children.	Rachel Turner	To come into school twice a year to meet with Louise Minter and Neeve Cartwright. Activities to include: • Scrutiny of termly data, including outcomes for different groups e.g, boys, girls, PP, SEND; tracking the number of children on track to achieve GLD • To identify actions that leaders have taken to narrow any gaps, including any interventions • Discussions with children (and their books) to ascertain their views on their learning • Discussions with class teachers • Scrutiny of the SIP Action Plan • Oversight of the mental health and well-being of staff and how this is prioritised

Leadership & Governance To lead the school successfully into the Echelon MAT	Nick Chadaway	To come into school to meet with Louise Minter. Activities to include: • Updates on due diligence and other work streams and whether these are on track for 1 February • Discussion around the Scheme of Delegation, use of Reserves and other decisions as and when they arise • Updates on staffing and the TUPE process including timelines • Oversight of the development of the Central Team, with a particular focus on school improvement • Discussion about how governance is going to change once the EET is established • Scrutiny of the SIP Action Plan • Oversight of the mental health and well-being of staff and how this is prioritised
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Governor Feedback and Evaluation

All visits to school are documented on the Governor visit proforma, and course evaluation forms are completed following any training. Governors are also required to complete a summary evaluation of all their activities each term, which is included in the papers for termly full Governors meetings. All of these documents contribute to our Governor portfolio of evidence.

Feedback forms can be found in the designated area of the website:

[Key Information> Link for Governors>Governor Actions, Visits and Training> Proformas](#)

Supporting Documents, available from the website:

- [Governor Code of Conduct](#)
- [Yearly Overviews](#)
- [School Improvement Plan](#)
- [Curriculum Action Plans](#)
- Governor Reference Guide
- [Governor Recruitment and Induction Policy](#)

Key:

CAP – Curriculum Action Plan
 CPD – Continuous Professional Development
 DfE – Department for Education
 DSL – Designated Safeguarding Lead
 EAL – English as an Additional Language
 EYFS – Early Years Foundation Stage
 GLD – Good Level of Development
 KS1 – Key Stage One
 LAC – Looked After Children

MTP – Medium Term Plans
 PTA – Parent, Teacher Association
 SCR – Single Central Record
 SEND – Special Education Needs and Disabilities
 SENCo – SEND Co-ordinator
 SIP – School Improvement Plan
 SLA – Service Level Agreement
 SLT – Senior Leadership Team
 STP – Short Term Plans