


Muna British Academy Rules of Governance 2025-2027

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Next Policy Review Date	June 2027
Policy Amended	
Lead Professional	Graeme Kinkead
Signature	
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Purpose of the policy

This policy outlines the scope of governance here at Muna British Academy. It includes the following

- Make up of our governing body
- How the governing body is appointed
- Scope of the governing body
- Committees formed from the governing body

Muna British Academy Strategic Governance Group Policy

Corporate Governance

Aldar Board has the ultimate oversight of and ensures group wide governance and strategy.

The Aldar Education Executive Committee have an overall responsibility to manage finance, operations, HR, and strategy. They are made up of the following members:

- Ms. Sahar Cooper
- Mr. Kevin Doble
- Mr. Keith Miller
- Ms. Amal Shahine
- Ms. Najwa Al Katheeri
- Mr. Felipe Santos

School Strategic Governance Group (SGG)

Muna British Academy is committed to establishing sound, purposeful governance through the establishment of a Strategic Governance Group (SGG).

1) ROLE and FUNCTION

The SGG functions primarily as an advisory board and holds an important strategic role in overseeing the achievement of the school's core aims and objectives. The SGG will:

- understand and uphold the school's and Aldar Education vision and values
- monitor, advise, and support the school on matters of strategy and policy
- help monitor the school's academic standards and performance and provide a medium for collective accountability
- support the school and the principal and seek to provide wise counsel
- provide external scrutiny and an opportunity for core stakeholders to contribute and influence decision making
- have an impact on and accountability for school performance and standards.

The SGG is not involved in financial matters, appointing staff, the day to day running of the school, admissions, individual issues or grievances, or any other matters which are the remit of

Aldar Education or the school's leadership team. These matters can however be discussed at SGG meetings.

The SGG assists with monitoring the activity and performance of the school by supporting the school's senior leaders to be fully accountable for the school's outcomes. Working in partnership with the school, the SGG actively collaborates, always engages and challenges the school through constructive dialogue.

2) COMPOSITION

Members are a group of experienced and skilled individuals from diverse backgrounds, who add a great deal to improve the school's performance. Members are mindful of the role and responsibilities of the principal and understand and appreciate the relationship of Aldar Education (the company) to the school.

Chosen for their skills and expertise, the SGG at Muna will consist of the following positions:

- Principal - who cannot be the head of school
- 2 Heads of School
- 1 Aldar Education HQ representative - approved by the Aldar Education Executive committee
- 1 teacher representative - nominated and approved by the teaching body
- A community governor
- A British Values Governor
- A UAE culture and heritage governor
- An external local business governor
- A senior leader from another Aldar School
- Chair of the Muna parents' association
- Pastoral governor

One of the governors will be appointed chair by the SGG. This appointment is for one year, with an election by the SGG for each year thereafter. This is an important role and the relationship with the principal, and other members of the SGG, is one of mutual trust. The principal may wish to select the first SGG Chair.

There should be a diversity of profiles with consideration given to ethnicity, gender, and age.

Current and past parents of the school are a good source of potential governors. It needs to be understood that no governor is representing a discrete group of stakeholders or is an advocate for a particular point of view; SGGs are a collective group.

3) APPOINTMENT OF GOVERNORS.

Initially, it will fall to the principal to form the inaugural SGG, but it will be the long-term responsibility of the SGG to ensure that a list of potential members of substance, without conflict of interest to the school or Aldar Education, is maintained.

The principal and chair will research / vet potential members and the SGG will approve the appointment of new members.

Governors may serve for a period of 3 consecutive years, which may be renewed for a further term with the approval of the SGG.

Members are probationary for one year. The appointment will be confirmed, or otherwise, at the end of this period by the chair.

Replacements for governors who have stepped down can be made at any time. The list of names of governors is maintained by the school and shared with Aldar Education.

RESPONSIBILITIES - Main terms of reference

A governor is expected to:

- a) contribute to the strategic discussions at SGG meetings, which help determine:
 - the vision and ethos of the school
 - clear strategic priorities and targets for the school
- b) assist the school in the monitoring of their performance including:
 - reviewing the outcomes of the school's self-evaluation (SEF)
 - considering relevant data and feedback on school performance
 - listening to the school's stakeholders (i.e. students, parents, staff, local community, the wider Aldar Education family) to help inform advice and support given
- c) upon request, serve on sub-committees, working parties, panels as appropriate, for example when a new principal is appointed.

4) METHOD OF WORKING

At all times the SGG's deliberations are confidential. Members are subject to a code of conduct (attached) which, along with this policy, sets out the expectations and commitment required.

The principal will ensure that each governor is invited to the school for induction at the beginning of their term of office. This will include meeting senior staff, touring the school seeing

the school in action and meeting students. Training sessions may be offered from time to time through the School Support Centre and from each school.

The SGG will meet at least 3 times each year. Dates are set well in advance and governors are requested to ensure their attendance.

In advance of the meeting, the agenda, which will have been prepared by the principal, with approval of the chair, will be circulated. Governors will be able to request items for the agenda in advance. Possible agenda items, although not exhaustive, might include:

- School Planning (SEF, SIP)
- Inspection and Review Data
- School Policies
- Health and Safety
- Safeguarding and Child Protection procedures
- Stakeholder satisfaction data
- Curriculum overviews
- Use of facilities and plans for refurbishment / development

A brief report summary statement of previous minutes for approval by the chair and members is a standing item. Other standing items must include:

- 1) Health and Safety
- 2) Child Protection and Safeguarding

At the beginning of a termly meeting there could be an opportunity to meet staff. Presentations could also be made to the SGG, e.g. a head of department, year head or by a teacher leading a particular initiative.

Minutes are taken by an administrative assistant or an alternative designated by the principal. They will record action points which should be circulated within two weeks of the meeting and will be reviewed at the following meeting, with matters arising as required.

Governors are volunteers who are asked to give their time to the school. There should be no administrative work for governors. It is assumed that all papers will be read by each governor in advance of the termly meeting, and time taken to prepare questions and comments. All papers are to be received by governors at least a full week before every meeting.

SGG Sub-Committees.

The SGG can create additional working groups or sub-committees as appropriate.

Mandatory:

- Health and Safety/Operations and Sustainability
- Pastoral and Safeguarding
- Academic

Other optional committees aligned to local and national initiatives and the school's SDP, for example:

- British Values
- Culture and Heritage

5) REVIEW

Successful governance significantly impacts on the school's leadership and direction. It ensures that progress and achievements continuously advance the school. How effective the SGG is will depend on many factors, not least the quality of governors and their willingness to contribute to the school through their advice, time and commitment.

6) BEST PRACTICE

An effective governor will:

- get to know the school well, undertake induction, visit school activities and events
- attend and participate in meetings and come prepared
- act in the best interests of the school at all times
- behave in a professional manner
- maintain confidentiality.