



GOVERNOR REMITS & RESPONSIBILITIES POLICY

HEATON SCHOOL

2018-19

Heaton School Policy Record

GOVERNOR REMITS& RESPONSIBILITIES

Policy Agreed at:

Teaching & Learning Committee 20.11.18

Signed and Approved by:

Headteacher ----- (Signature)

----- (Name)

----- (Date)

Chair of Committee----- (Signature)

----- (Name)

----- (Date)

To Be Reviewed: Autumn 2020

Designated person: J Curtis, Headteacher

Governor

Remits & Responsibilities

Contents:

Functions of the Governing Body & Headteacher	[page 05]
Appointment, Functions and Removal of Officers.....	[page 05]
Meetings and Proceedings of Governing Bodies	[page 05]
Governors' Allowances	[page 06]
Practice of the Governing Body	[page 07]
Categories of Governors	[page 09]
Code of Practice	[page 11]
Roles and Responsibilities	[page 14]
Chairperson	
Purpose of the role	[page 14]
Preparation and Chairing Meetings	[page 14]
Practice	[page 14]
Representation	[page 15]
Decision Making	[page 15]
Vice-Chairperson	
Purpose of the role	[page 16]
Preparation and Chairing Meetings	[page 16]
Practice	[page 16]
Representation	[page 16]
Development Governor	
Purpose of the role	[page 17]
Safeguarding Governor	
Purpose of the role	[page 18]
Health & Safety Governor	
Purpose of the role	[page 19]

Community Cohesion / Diversity Governor

Purpose of the role [page 20]

SEND Governor

Purpose of the role [page 22]

Looked After Children and Young Carers Governor Champion

Purpose of the role [page 24]

Looked After Children [page 24]

Young Carers [page 24]

Secondary Curriculum Governor

Purpose of the role [page 26]

Governing Body Committees

Structure & Remits [page 27]

Governing Body Evaluation [page 27]

Steering Committee [page 28]

Resources Committee (Finance, Premises & Staffing

Combined - Pay and Pay Appeals may also be combined

..... [page 29]

Teaching & Learning Committee (Curriculum/Pupils) [page 30]

Standards Committee – [page 31]

Pay Committee [page 32]

Pay appeals [page 33]

Performance Management Group [page 35]

Aided Schools [page 35]

Functions of the Governing Body and Headteacher

The core functions of the governing body are:

- Setting the vision, ethos and strategic direction of the school
- Holding headteachers to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure the money is well spent

In exercising their functions the governing body shall:

- Act with integrity, objectivity and honesty in the best interests of the school
- Be open about the decisions they make and the actions they take and in particular shall be prepared to explain their decisions and actions to interested parties

The governing body must appoint a clerk with a view to ensuring their efficient functioning and must have regard to advice from the clerk as to the nature of the governing body's functions.

The Headteachers responsibilities include:

- the internal organisation, management and control of the school
- the educational performance of the school

The Headteacher is accountable to the governing body for the performance of all his/her responsibilities

The Headteacher must comply with any reasonable direction of the governing body

Appointment, Functions and Removal of Officers

Governing Body

Prior to elections taking place the term of office for the chair and vice chair must be determined to ensure agreement on the date upon which the term of office of the chair and vice chair will end.

Notice to resign from either position must be made in writing to the clerk.

Meetings and Proceedings of Governing Bodies

There is a statutory requirement for the agenda and supplementary papers to be circulated seven days prior to the meeting. However where the chair so determines, on the ground that there are matters demanding urgent consideration, it will be sufficient if the written notice of the meeting states that fact and the notice and the copy of the agenda are given within such shorter period as the chair directs. However there are circumstances when this cannot happen, namely:

- The removal of the chair or vice chair from office
- The suspension of a governor
- A decision to serve notice of discontinuance of the school

At the discretion of the chair any item of business may be discussed at a meeting irrespective of whether the matter is specified as an item of business on the agenda for the meeting subject to the exception of becoming a federation.

The governing body may approve alternative arrangements for governors to participate or vote at meetings of the governing body including but not limited to by telephone or video conference. Exceptions to this are – the meeting needs to be quorate (any vacancy is not included) and every question to be decided at the meeting of the governing body is to be determined by a majority of votes of the governors present and voting on the question.

Governors' Allowances

The governing body of a maintained school which has a delegated budget may pay a member of the governing body or any associate member payments by way of an allowance.

Such payments by way of an allowance are in respect of expenditure necessarily incurred for the purpose of enabling the governor or associate member to perform any duty. This does not include payments to cover loss of earnings for attending meetings.

Travel expenses must be at a rate not exceeding the HM Revenue and Customs (HMRC) approved mileage rates which are changed annually and are on the HMRC website

<https://www.gov.uk/hmrc-internal-manuals/vat-government-and-public-bodies/vatgpb4760>

Other expenses should be paid on provision of a receipt and be limited to the amount shown on the receipt. It is recommended that governing bodies should adopt a policy to cover such expenses. A model policy is available for consideration from the LA.

Conduct of the Governing Body

- All Governors have equal status
- Governors must observe complete confidentiality and should only speak or act on behalf of the governing body when they have been authorised to do so. Any decisions taken should be in the best interests of the school and not those of individuals or groups. Governors must be aware of and at all times, act within the spirit of the Code of Conduct
- Governors should express their views openly within meetings but accept collective decisions
- Governors should not get involved in individual complaints - any person with a complaint about the school should be directed to the Schools Complaint Procedures and Guidance document
- Governor Visits - Visiting the school whilst it is in operation is the best way a Governor can learn about their school. The purpose of such visits is to reinforce governors' monitoring role rather than being seen as an inspection role and as such governors should be mindful that they visit their schools as guests. All visits should be arranged with the Headteacher at a mutually convenient time and the visit should be planned carefully with an agreed focus.

Categories of Governors

Parent Governors

- Parent governors are elected by other parents at the school
- The role of Parent Governor is to work openly in partnership with the Headteacher and staff for the benefit of the school and its pupils and not in the interests of an individual child or parent
- Issues that arise between individual parents and the school are in the first instance the responsibility of the Headteacher and staff – as a governor you cannot act for the governing body; parents should always be encouraged to take the matter up with the Headteacher or a member of the senior management team and follow the complaints procedures adopted by the school
- While elected by parents, the parent governor is not a representative of the parent body, but a governor in his or her own right to act for the good of the school
- Parent governors are subject to the same rules as other governors and are accountable in the same way

Staff Governors

- The Staff Governor role is to support the school as a whole and not individual teachers or staff. They can contribute professional knowledge of certain activities in school to better enhance the governing body's understanding of a particular task (or report on any staff views on a particular issue)
- Will be required to withdraw from a meeting if there is a direct or indirect conflict between their duties or their duty to remain impartial (i.e. pay, discipline, recruitment)
- While elected by staff members, a staff governor is not a representative of the teaching or non-teaching staff, but a governor in his or her own right to act for the good of the school
- Staff governors are subject to the same rules as other Governors and are accountable in the same way
- Staff governors are not eligible to hold the office of chair or vice chair of the governing body of the school

Co-Opted Governors

- Are appointed by the governing body to add their particular skills and experience to it (it is recommended that the Governing Body has approved procedures for the appointment of Co-opted Governors)

Local Authority Governors

- LA Governors are nominated by a panel of councillors who may be appointed by the governing body if the governing body is satisfied that the nominee meets its criteria and will add complementary skills to those already in place, or are willing to train and develop identified skills for the benefit of the governing body.
- LA Governors are subject to the same rules as other Governors and accountable in the same way

Associate Members

- Are not governors. In Heaton School the DHT and AHT may be associate governors if agreed at Full Governing Body.
- Associate Members are appointed by the governing body to attend committee meetings and/or full governing body meetings due to their particular skills or experience
- Do not have full voting rights but may have delegated rights for committee voting which are agreed at the time of appointment

CODE OF CONDUCT FOR THE GOVERNING BODY

The following is not a definitive statement of responsibilities but is concerned with the common understanding of broad principles by which the Governing Body and individual Governors will operate.

The Governing Body of HEATON SCHOOL accept the following principles:-

Role & Responsibilities

- We understand the purpose of the governing body and the role of the headteacher.
- We accept that we have no legal authority to act individually, except when the governing body has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the governing body or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing body.
- We will actively support and challenge the headteacher.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing body, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing body and agreed with the headteacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training.
- We accept that in the interests of open government, our names, terms of office, roles on the governing body, category of governor and the body responsible for appointing us will be published on the school's website.

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the headteacher, staff and parents, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing body's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the school's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing body will only use suspension or removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

The Code of Conduct is based on the NGA Code of Conduct and can be found in full at <http://www.nga.org.uk/Guidance/Legislation,policies-and-procedures/Model-Policies/Code-of-Practice.aspx>

Roles and Responsibilities

Chairperson

Purpose of the role

The Chairperson's role is to take the lead on how the governing body operates. The Chairperson works with the Headteacher and other governors to develop the team ethos which enables the governing body to carry out its work of sharing the strategic leadership of the school and ensuring that the best standards are achieved. The Chairperson prepares for and chairs regular governing body meetings, and manages the ongoing work of the governing body. Although not exhaustive below are some areas for consideration which may help you in your role as Chairperson.

Preparation and Chairing Meetings

- Agree agendas with the Headteacher and Clerk
- Ensure that the business of the governing body is conducted properly and efficiently, focusing on priorities
- Share information and documents received with the governing body (unless the item has been identified as confidential)
- Ensure meetings are reasonable in length, proceed at a good pace and enable focused discussion
- Meetings are chaired in a friendly manner that invites discussion while enabling issues to be dealt with decisively
- Check draft minutes for publication and agree any amendments
- Sign minutes for publication once they have been authorised

Practice

- Lead by example
- Establish and support a team ethos
- Encourage that governors adhere to the principles of democracy at all times
- Be inclusive - ensure that all members have equal opportunities to participate fully in discussions and decision-making
- Develop and maintain a good working relationship with the Headteacher, other governors, staff, parents and the local community
- When necessary mediate and resolve disagreements between governors
- Take care to discuss difficult issues with the Headteacher initially and be prepared to seek advice from the LA when dealing with challenging and complex issues
- Liaise effectively with the Vice Chair ensuring that they are able to operate effectively as Chair in your absence
- Remain impartial at all times
- Adhere to the principles of distributed leadership by effective delegation to committees and/or other governors
- Encourage and develop governors for succession planning

- Have responsibility for your own training and development needs to ensure that you are skilled for the role of Chair and aware of current developments

Representation

- Attend termly Chairs briefing meetings
- Represent the governing body at specific meetings/occasions
- Encourage all governors to attend school events where possible
- Be prepared to make public statements/sign documents on behalf of the governing body

Decision Making

- Act in cases which are deemed as urgent. This applies where a delay in exercising a function would be seriously detrimental to the interests of the school, pupil, parent or member of staff.

Vice-Chairperson

Purpose of the role

To assist the Chairperson in ensuring that the governing body fulfil their statutory duties. In the absence of the Chairperson be able to act as Chair adopting all the skills and behaviours required.

Preparation and Chairing Meetings

- Agree agenda with Headteacher and Clerk
- Ensure that the business of the governing body is conducted properly and efficiently, focusing on priorities
- Share information and documents received with the governing body (unless the item has been identified as confidential)
- Ensure meetings are of reasonable duration with a good pace
- Check draft minutes for publication and agree any amendments
- Sign minutes for publication once they have been authorised

Practice

- Lead by example
- Establish and maintain a team ethos
- Ensure that governors adhere to the principles of democracy at all times
- Be inclusive - ensure that all members have equal opportunities to participate fully in discussions and decision-making
- Develop and maintain a good working relationship with the Headteacher, other Governors, staff, parents and the local community
- When necessary diffuse disagreements between governors
- Liaise effectively with the Chair ensuring that you are able to stand in effectively as Chair in their absence
- Remain impartial at all times
- Adhere to the principles of distributed leadership by effective delegation to committees and/or other governors
- Encourage and develop governors for succession planning
- Have responsibility for your own training and development needs to ensure that you are skilled for the role of Vice Chair

Representation

- Attend termly Chairs briefing meetings
- Represent the governing body at specific meetings/occasions
- Encourage all governors to attend school events where possible
- Be prepared to make public statements/sign documents on behalf of the governing body

Development Governor

Purpose of the role

With the greater expectations from the DfE and Ofsted for governing bodies, the Development Governor post has an important part to play in ensuring that the governing body has a balanced skill set and that they are appropriately trained to meet the requirements of their role.

- Be aware of new governor appointments (ask your Clerk to inform you when a new governor has been appointed)
- Ensure new governors have an identified induction process
- Appoint a mentor for new governors if required
- Ensure the Chairperson welcomes the new governor at his/her first meeting
- Ensure that new governors receive a welcome pack and that they are aware of the New Governor Training programme
- Complete a skills audit for all new and existing governors
- Encourage and develop a reflective ethos for the governing body to assist in maximising their effectiveness
- Ensure progression of the Governing Body Development Plan and that the required number of governors are appropriately trained in the areas in which they have expressed an interest
- Encourage governor colleagues to attend training courses
- Monitor attendance on training courses to enable information to be disseminated to the whole governing body
- Attend termly development governor workshops
- Maintain a resource bank of information for governors at the school
- If required, support the Review of Governance process for the governing body
- Have responsibility for your own training and development needs to ensure that you have the skills required for the role of Development Governor

Safeguarding Governor

Purpose of the role

The Safeguarding Governor should act as a critical friend to the school for all Safeguarding issues. This should include that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda.

- To monitor the training records of the school to ensure compliance
- To ensure that interviewing panels are convened appropriately, that safer recruitment practices are followed and that the single central record/identity checks are maintained
- To be able to verify that the school has done all it can to inform its community of its responsibility to promote the welfare of children and keep them safe
- To take account of how safe children feel when they are in school
- To have responsibility for your own training and development needs to ensure that you are skilled for the role of Safeguarding Governor

The evidence that needs to be seen includes:

- Up to date policies
- Commitment posters in school
- Information posted around school confirming the identity of the designated person
- How internal records are maintained
- How cases are monitored, though the governor will not have access to individual case files

Health and Safety Governor

The responsibilities of a governing body include the monitoring of its school's organisation, arrangements and performance regarding the health and safety of employees, pupils and other people such as parents, visitors and contractors. In the same way as a governor usually takes the lead regarding finance, it is good practice to have a designated governor who has a lead role regarding health and safety. It is not required that they be specialists or experts in health and safety matters. Also, the responsibility for such matters remains with the entire governing body as a whole and is not devolved onto the designated governor.

Common matters of health and safety for monitoring at schools (in no set order of priority) include the following:

- Inspection/audit annual tour of the condition of the school's premises and equipment
- Appropriate maintenance and checking of items such as electrical appliances and installations.
- Risk assessments for various activities and situations, including teaching & support tasks and glazing safety
- Educational visits and journeys
- Measures for health & safety emergencies, including procedures and contacts
- Transport used by school, including coaches, minibuses and private cars
- Actions after and recording & reporting of accidents and 'near misses'
- First aid arrangements
- Observance of Asbestos Management Plan by schools whose buildings contain asbestos materials
- Preventative and reactive fire precautions
- Appropriate health & safety training for employees
- Observance and review of health & safety policies

Liaison and communication - As part of the monitoring role it is appropriate for designated governors to:

- Discuss relevant matters with headteachers and/or other managers, and also teaching and support staff.
- See and review documents such as risk assessments, accident reports and relevant correspondence.
- Give regular updates about health and safety matters at governing body meetings

Guidance, advice & support - is available from various sources including:

- Guidance documents about various matters from Services to People, plus publications by HSE and DfE.
- Stockport Council's team of professional advisers in occupational safety & health. One of them specialises in school health & safety and can meet designated governors at their schools by arrangement.
- Training sessions organised by Services to People

Community Cohesion / Diversity Governor

Purpose of the role

- Liaise with the Headteacher to ensure that the School seeks to offer equality of opportunity as an employer (via the impact of the recruitment and selection and other policies impacting on staff members) ensuring no disadvantage to any individual regardless of any of the strands of the 2010 equality legislation in relation to age, disability, gender, gender identity, sexual orientation, race, religious belief or background.
- Liaise with the Headteacher to ensure that the school seeks to comply with its duties to all children under the equality legislation to ensure no disadvantage to any pupil (current or prospective) and to promote equality of opportunity for all who may have a “protected characteristic” as defined by the legislation.
- Protected Characteristics are:
 - Disability
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
 - Gender reassignment
 - Pregnancy and maternity
- Work with the school leaders to ensure the school’s approach to community cohesion through both active curriculum delivery (e.g. discussion of different faiths as part of RE or democracy as part of citizenship) and the impact of the school’s wider curriculum, ethos, policies or structure to help children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote an awareness of human rights and respect for others.
- Monitoring the school’s provision of information to governors on admissions, exclusions, racist incidents, numbers of restrictive physical interventions and bullying incidents ensuring the governors are aware if any identified groups are over/under represented in ways that could indicate a possible disadvantage.
- To liaise with the headteacher to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

- To work with the headteacher to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations, including: links with different schools and communities.
- To work with the Headteacher to ensure that the school seeks ways in which to enable every individual to see themselves reflected in the community of the school to establish a sense of their own identity and a growing understanding of their role in the wider society both internally and through ever-increasing circles through local, regional, national and international society.
- To have responsibility for your own professional development to fulfil the role of Diversity Governor.

SEND Governor

Purpose of the role

To assist and advise the Governing Body on fulfilling its responsibilities towards children with Special Educational Needs and /or Disability (SEND).

- To ensure the school is compliant with the diversity and equality legislation especially those aspects that relate to identified groups that are vulnerable to underachievement.
- To ensure that the school has published an equality statement and details of their equality objectives to comply with the Equality Act 2010.
- To ensure that SEND children have access to the curriculum and that resources are used appropriately.
- To liaise with the School SENCO.
- To have an overview of the provision for vulnerable groups - funding availability, school provision, pupil progression/performance.
- To ensure that the SEND policy is up to date.
- To monitor the implementation of the SEND Policy in school and in terms of its links to the School Improvement Plan (be familiar with the Policy and the Code of Practice – does the Policy meet the needs of the pupils); ensure the necessary provisions are made for pupils with SEND.
- To ensure that the governing body are kept up to date with changes both locally and nationally for SEND pupils.
- To ensure the school considers the needs of learners with chronic or long term medical conditions alongside other vulnerable groups and are doing all they can to safeguard and support this potentially vulnerable group of learners.

The SEND Governor needs to be satisfied that any identified groups of learners achieve as well as other groups given their starting points.

Note: This role does not include access to individual pupil records but to analysis of overall outcome data.

- Are governors confident that staff members know how to keep any learners with chronic medical conditions safe in helping them to manage their condition?

- Are governors confident that the school ensures that learners with medical needs and chronic conditions have equality of access to the whole curriculum and extended activity of the school?
- Are governors satisfied that staff members are well-trained to support these groups/individuals learners? *For example has there been separate training, over and above first aid training, that covers administering emergency rescue medicines, use of an epi-pen, providing insulin injections and testing pupils' sugar levels)?*
- Are governors satisfied that school staff members are aware of the potential risks of a learners' condition not being well managed in school? *For example, are staff alert to what would constitute an emergency?*
- Are governors satisfied the school seeks to find out if parents/carers are satisfied with the quality of support, guidance and care provided by staff at the school in relation to learners with SEND/medical conditions?
- To have responsibility for your own training and development needs to ensure that you are skilled for the role of SEND Governor.

Looked After Children and Young Carers Governor Champion

Purpose of the role

Looked After Children (sometimes known as Children in Care) and Young Carers are amongst the most vulnerable groups of young people in our schools. The core purpose of this role is to act as champion for these groups of young people.

Looked After Children

- to ensure that the school fulfils its statutory responsibility in appointing an appropriately qualified designated teacher for Looked After Children (Children in Care)
- to ensure that the designated teacher has access to appropriate training to fulfil their role and meet their statutory responsibilities
- to monitor the effectiveness of the designated teacher by ensuring that the school has a clear overview of the educational needs and progress of looked after children on roll; that the school's policies are effective in reflecting the needs of looked after children and that resources are allocated to support the designated teacher to carry out this role effectively for the benefit of looked after children
- to ensure that (as a minimum) governors receive an annual report from the designated teacher (the report should not mention individual children by name)
- to ensure that the governing body and school leadership team consider what picture the information in the report is providing and what needs to be done to address any issues raised by the report
- to ensure that in addition to considering and acting on the annual report, the governing body should make sure that there are arrangements in place to keep themselves informed about provision for, and attainment of, looked after children on the school's roll on a more regular basis

Young Carers

- to ensure the school adopts the policy for Young Carers
- to ensure that the Young Carer's Charter is signed and displayed prominently in school
- to appoint a senior member of the school staff to be the designated lead for Young Carers
- to receive regular updates (via the Headteacher's termly report) on activities in school that identify and support the welfare, achievement and attainment of young carers as a vulnerable group
- To have responsibility for your own training and development needs to ensure that you are skilled for the role of Looked After Children and Young Carers Governor Champion

Secondary Curriculum Governor

Purpose of the role

To support and assist the governing body in developing a coherent 11-19 curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

- To ensure the school meets its statutory obligations in offering a broad and balanced secondary curriculum
- To ensure that governors have a greater understanding of the current curriculum developments e.g. 14-19 curriculum pathway
- Ensure that the school fulfils its obligation of curriculum entitlement
- Ensure that the school fulfils its responsibility in providing a careers guidance service
- Ensure that impartial advice/guidance and information is available for student choice
- To ensure the school offers a curriculum which sets suitable learning challenges, responds to pupils' diverse learning needs and addresses potential barriers to learning and assessment for individuals and groups of pupils
- To ensure that the school monitors the effectiveness of the curriculum delivery through regular planning, review and self-evaluation processes
- To ensure that sufficient financial resources are available for staff to deliver the curriculum effectively
- To ensure that staff have access to the appropriate levels of CPD
- To ensure the school has effective assessment and monitoring process for tracking pupil progress
- To be aware of new curriculum initiatives and their impact on pupils learning
- To have responsibility for your own training and development needs to ensure that you are skilled for the role of Secondary Curriculum Governor

Governing Body Committees

Structure & Remits

Most Governing Bodies have established committees; all committees should have a remit outlining the functions delegated to each committee. These remits should be reviewed annually as part of the Governing Body's self evaluation to ensure Governors are carrying out their duties in an effective and efficient manner. An established committee structure can spread the workload of the Governing Body and enable governors to become more involved in other areas of the school. The principle of the committee role is to conduct necessary background work, thus enhancing the effectiveness of governing body meetings.

Governing Body Evaluation

- Does the Governing Body work in partnership with the school?
- Are committee minutes/agendas produced and circulated in sufficient time?
- Is there a clear structure for committees?
- Is good use made of the Governing Body's time? Are meetings clear and focused and undertaken in a reasonable time?
- Are new governors given appropriate induction and offered mentoring from an experienced governor?
- Does the Governing Body have good links with parents? How do you involve parents in their child's learning?
- Are you aware of the skills of each governor?
- What are governors' training requirements; are these reflected in the Governing Body Development Plan?
- How often do governors attend school functions?
- Is there an agreed policy on the management of governor visits?
- Are new governors given the opportunity to ask questions on anything they do not understand?
- How is the workload of the Governing Body organised? Is the workload spread out amongst the whole Governing Body?
- Does the Governing Body have an agreed process for appointing Community Governors?
- Are Governors aware of the Code of Practice?

The All Party Parliamentary Group on Education Governance and Leadership have produced a list of twenty questions Governing Bodies could ask themselves a copy of which can be found here <http://www.nga.org.uk/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/Twenty-Questions.aspx>

A major role for governors is **monitoring and evaluation** to ensure that the school consistently endeavours to raise standards. **Monitoring** includes gathering evidence to determine what progress has been made; **evaluation** is making judgements about this evidence. Both these tasks can be achieved through the documentation and reports received from the school and Local Authority. There is also a model Monitoring and

Evaluation policy available from the LA for consideration and adoption by the governing body.

- The quorum for committees is a minimum of **3** governors; the governing body determines the membership and the remit of each committee,
- Associate Members may be given limited voting rights when co-opted on to a committee,
- Working Parties can be established for a specific purpose (once the task has been achieved, the group ceases to exist), such as **Marketing** which might include various school stakeholders.
- Any governor can attend a committee meeting but only named committee members can vote,
- The Chair of the committee in liaison with the Headteacher, compiles an agenda for each meeting; this agenda should be circulated to all members at least 7 days prior to the meeting,
- The governing body may appoint any one of their number (who is not the head teacher) to act as clerk for the purposes of the meeting. However it is not seen as good practice for the Chair of the committee to take these minutes. Minutes should include the date, time of meeting, members in attendance, apologies for absence and notes of all agenda items. The minutes should be produced as soon as is practical after the meeting and the draft copy sent to the Head and Chair with an approved copy then sent to the governor support officer.
- Functions that cannot be delegated to committees included: constitution of the governing body, appointment or removal of Chair/Vice-Chair, suspension of a governor, appointment of a clerk to the governing body, establishment/remits of committees, appointment of governors, decisions on the delivery of SRE (Sex & Relationships Education), decision on the length of school sessions.
- A chair of committee may be removed at any time by the governing body

The Chairperson has the power to act in an emergency situation where a delay could be seriously detrimental to the interests of the school, a registered pupil, a parent or a person employed by the school, but cannot make a decision on admissions, discipline policies, approval of first budget and closure or change of category of school.

Each remit should include:

Title of Group: (e.g. Resources committee)

How often meetings will be held:

Membership: (Minimum number of governors to be named on the committee)

Quorum: (minimum of 3):

Minute taker: (not the Headteacher or Chair of the committee)

Review: Annually

Steering Committee

- To consist of the Chair of each committee, the Governing Body Chairperson (the Headteacher can be ex-officio on any committee if not already named), Vice-chairperson and the Development Governor
- To meet at the beginning of each term and identify the priorities for the term, identifying any deadlines and delegating action for each committee
- To identify areas of development for the governing body

Resources Committee (Finance, Premises & Staffing combined)

How often meetings will be held:

Membership:

Quorum:

Minute taker:

Review:

- To ensure that the school meets the statutory requirements to publish online information
- Review policies on a regular basis and ensure staff are aware of the policies
- To approve the budget plan (if this has been delegated to the committee) and monitor variations to the original budget (ensuring governors are provided with up-to-date financial information)
- To discuss the budget in accordance with school priorities (in line with SDP/SIP) and the longer term priorities of the school
- To regularly monitor pupil numbers to assess the impact on future delegated budgets
- To ensure that financial deadlines are met (i.e. approval of budget plan)
- To undertake an annual review of all expenditure with a view to achieving 'Best Value' with regard to the delegated budget and to ensure that the school's financial performance is in line with the budget and to approve a Statement of Internal Control annually
- To undertake an annual review of all sources of income to ensure fees and charges remain appropriate
- To discuss options available to the school prior to the approval of continuation/cessation of contracts including LA Buy Back agreements
- To recommend the level of delegation afforded to the Headteacher, Chairperson and Resources committee
- To ensure that there is an annual audit of the school fund and to monitor the expenditure of school funds
- To ensure Business Interest Forms have been signed and dated by all governors (staff should be reminded to advise the Head of any business interest and any interest should be noted)
- To review the staffing structure/pay whenever a vacancy arises and review procedures for recruitment and selection ensuring that procedures are in place for managing staff levels (including re-deployment, early retirement, redundancy)
- To ensure that the principles of safer recruitment are adhered to
- To review the salaries of main scale teachers annually, and make recommendations
- To make recommendations relating to the award of discretionary payments for temporary additional responsibility for the approval of the governing body
- To ensure that the budget set reflects salary increases through meeting objectives from the performance management process

- To ensure any budget carry-overs are accounted for in terms of projected expenditure
- To ensure CPD (Continuous Professional Development) remains a focus for staff training
- To monitor the condition of the school premises and consider options for building improvements (review Asset Management Plan)
- To undertake an annual safety check of the school premises
- To approve applications for the use of school premises
- To ensure that the governors' responsibilities regarding litter are discharged under the Environmental Protection Act 1990
- To ensure that the school complies with health & safety regulations and ensure risk assessments are carried out regularly and the asbestos action plan is reviewed (if applicable)
- To review insurance arrangements
- To encourage governors to attend training to enable them to carry out their duties effectively
- To ensure that the school is properly accountable for the financial aspects of its performance (i.e. it deploys resources in line with priorities, achieves planned levels of financial performance, avoids incurring financial loss and waste, receives favourable assessments from internal audit and Ofsted)
- Appropriate induction of new governors to ensure they have an understanding of their statutory responsibilities
- To ensure meetings are conducted in an open manner, enabling governors to contribute to the discussions
- To complete a self-evaluation of financial management competencies (for FMSiS)
- To ensure that all teaching staff & support staff are valued and receive proper recognition for their work and contribution to the school life
- Any other matters as directed by the governing body

Teaching & Learning Committee (Curriculum / Pupils)

How often meetings will be held:

Membership:

Quorum:

Minute taker:

Review:

- To monitor the SDP/SIP (school development plan/school improvement plan)
- Ensure a broad and balanced curriculum is provided and ensure governors have a knowledge of how the curriculum is taught, evaluated and resourced
- To receive reports on school innovations and how the school is responding to legislative requirements in the curriculum
- Review Policies on a regular basis and ensure staff are aware of the policies
- To ensure that the requirements of children with SEN and looked-after children are met and to ensure that the school has a designated member of staff for co-ordinating child protection within school & liaising with other agencies
- To review the school profile

- To review the school prospectus
- To review the provision for collective worship and RE
- To review, after consultation with the Headteacher, staff, parents and pupils, policies on welfare, health & safety of pupils and the dress and appearance of pupils with due regard to their spiritual, moral, cultural & social well-being whilst encouraging opportunities for their personal development
- To review the procedures for school journeys, visits and residential activities – ensure thorough risk assessments have taken place and policies have been reviewed on charging, remission and conduct of these visits
- To consider school improvement targets and monitor the progress of pupils
- To ensure that racist incidents and incidents of physical intervention are recorded and reported to the LA
- To consider ways of promoting the school in the community, developing positive links and providing extended services for the local community
- To review the information provided on published school performance data
- To consider all issues regarding the welfare of pupils with due regard to their spiritual, moral, cultural and social well-being, whilst encouraging opportunities for their personal development,
- To promote extra-curricular activities and assist the school when planning for any special events in school
- To promote community cohesion
- To monitor patterns of attendance and exclusions and to receive statistical information on any (un-named) pupil exclusions
- To ensure records are up-to-date (ensure checks have been carried out on all staff and there is evidence in school of these checks)
- To ensure governors have the opportunity to gain experience of the curriculum taught
- Any other matters as directed by the governing body

PAY COMMITTEE

How often meetings will be held:

Membership:

Quorum:

Minute taker:

Review:

Delegation of Function

The Governing Body shall establish a Pay Committee to set the Pay Policy for the school and to implement the approved Pay Policy in respect of the pay for all staff

Membership

The Staff Pay Committee shall consist of at least three named members of the Governing Body, none of whom shall be employees or Associate Members. Appeals will be heard by the Pay Appeals Committee; members cannot take part in both committees. Governing bodies may agree to support another governing body with the appeals process, but this must be agreed and minuted at a full governing body meeting of each school

The headteacher may attend all proceedings of the Pay Committee for the purposes of providing information and advice, but must withdraw when their own salary is being discussed.

Quorum

Three Governors

Terms of Reference

- To determine the Pay Policy for the school;
- To advise the Governing Body/Finance Committee on current and future pay level;
- To ratify appropriate salary ranges and starting salaries for Lead Practitioners, and member of the leadership group;
- To ratify annual pay progress for teachers (by 31 October at the latest) as set out in the Pay Policy, taking account of any recommendations made on the Performance Management review statement, in accordance with the approved pay policy.
- To approve applications to be paid on the Upper Pay Range
- To approve annual pay progress for the headteacher (by 31 December at the latest), taking account of the recommendation made by the Headteacher's Performance Review Panel, following the annual review.
- To determine the application of national inflationary increases as required;
- To monitor and report to the full Governing Body on the annual pattern of performance pay progression at each level and the correlation between pay progression, quality of teaching and outcomes for pupils.

PAY APPEALS COMMITTEE

Delegation of Function

The Governing Body shall establish a Pay Appeals Committee to deal with all appeals against pay decisions.

The meeting of the Staff Pay Appeals Committee should be minuted.

Membership

The Pay Appeals Committee shall consist of at least three named members of the Governing Body, none of whom shall be employed by the school or Associate members or members of the Pay Committee.

The headteacher may attend all proceedings of the Pay Appeals Committee for the purpose of providing information and advice (except where the appeal is in respect of his/her own salary, where s/he will attend for the purposes of making his/her case).

Quorum

Three Governors

Terms of Reference

To determine formal appeals against pay determinations in accordance with the Appeals Procedure set out in the Pay Policy.

Performance Management Group

Governors are responsible for reviewing Headteacher performance and should appoint **two or more** individuals from the full governing body to act as the performance review committee. This committee is charged with:

- Reviewing and evaluating the Headteacher's performance
- Setting new objectives
- Agreeing and implementing arrangements for monitoring against objectives

The committee may also, depending on whether delegated powers have been accorded, be involved in making recommendations on Headteacher pay based on the statutory provision within the School Teachers' Pay and Conditions document.

The role of the School Improvement Adviser/Link Adviser is to provide advice to the performance review committee on how to evaluate the performance of their Headteacher and on the most suitable objectives for the coming year. This involves:

- Discussion with the Headteacher about their performance
- Discussion with the review committee to help them review performance and consider new objectives
- Advising governors of monitoring procedures.