

Governor Remits & Responsibilities

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STOCKPORT
A COMMUNITY-DRIVEN COUNCIL WITH A COMMITMENT TO EXCELLENCE

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Governor

Remits & Responsibilities

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Functions of the Governing Board and Headteacher

The three core functions of the governing board are:

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

In exercising their functions the governing board will:

- 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 be prepared to explain their decisions and actions to interested parties

The governing board 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 board's functions.

The Headteacher's responsibilities include:

- the internal organisation, management and control of the school
- the implementation of the strategic plan established by the governing board

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

The Headteacher must comply with any reasonable direction of the governing board.

Appointment, Functions and Removal of Officers

Governing Board

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 Boards

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 board may approve alternative arrangements for governors to participate or vote at meetings of the governing board 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 board is to be determined by a majority of votes of the governors present and voting on the question.

Governors' Allowances

The governing board of a maintained school which has a delegated budget may pay a member of the governing board 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 boards should adopt a policy to cover such expenses. A model policy is available for consideration from Governor Services at governor.services@stcokport.gov.uk

Conduct of the Governing Board

- All Governors have equal status
- Governors must observe complete confidentiality and should only speak or act on behalf of the governing board 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 act within the spirit of the Code of Conduct at all times
- 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 support the 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.

Functions of the Governing Board of Academy Schools

Academies have their own Memorandum and Articles of Association which outline their functions and responsibilities. These can vary between establishments but as a general rule Academy Governors should:

- Ensure the quality of educational provision
- Challenge and monitor the performance of the school
- Manage the Academy Trust's finances and property
- Manage the staff
- Exercise reasonable skill and care in carrying out their duties
- Ensure that the Academy Trust complies with charity and company law
- Operate the Academy in accordance with the Funding Agreement that has been signed with the Secretary of State

Practice of the Academy Governing Board

- All Governors have equal status
- Governors must observe complete confidentiality and should only speak or act on behalf of the Local Governing Board when they have been authorised to do so. Any decisions taken should be in the best interests of the Academy and not those of individuals or groups. Governors must be aware of and at all times, act within the spirit of the Code of Practice
- 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
- Governor Visits - Visiting the Academy whilst it is in operation is the best way a Governor can learn about their Academy. 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

Depending on the category of your school (Community, Foundation, Voluntary Controlled, Voluntary Aided) the governing board will be made up of different numbers and categories of governors. The local governing board constitution for academy schools varies and is informed by the Memorandum and Articles of Association.

Parent Governors

- Parent governors are elected by other parents at the school
- The role of the 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 board; parents should always be guided 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
- Whether elected by parents or appointed by the governing board, a parent governor is not a representative of the parent board, 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 board'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 board of the school

Co-Opted Governors

- Are appointed by the governing board to add their particular skills and experience to it (it is recommended that the governing board has approved procedures for the appointment of co-opted governors)

Local Authority nominee Governors

- LA governors are nominated by a panel of councillors who may be appointed by the governing board if the governing board 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 board
- LA Governors are subject to the same rules as other Governors and accountable in the same way

Foundation Governors

- Are not appointed in community schools
- Foundation governors are appointed by the school's founding board, church or other organisation named in the school's instrument of government
- They are appointed to ensure that the religious ethos of the school is met
- Foundation governors are subject to the same rules as other governors and accountable in the same way

Associate Members

- Are not governors
- Associate members are appointed by the governing board to attend committee meetings and/or full governing board 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 BOARD 2018

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

Governors of School accept the following principles:-

Role & Responsibilities

- We understand the purpose of the governing board and the role of the headteacher/principal.
- We accept that we have no legal authority to act individually, except when the governing board 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 board or its delegated agents. This means that we will not speak against majority decisions outside the governing board 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 board.
- We will actively support and challenge the headteacher.
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation;
- We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements;
- We agree to adhere to the school's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views;
- when communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation

Commitment

- We acknowledge that accepting office as a governor/trustee involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, 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 headteacher/principal and undertaken within the framework established by the governing board and agreed with the headteacher/principal.
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.

- We accept that in the interests of open government, our full names, date of appointment, terms of office, roles on the governing board, category of governor and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency we accept that information relating to governors/trustees/academy committee members will be collected and logged on the DfE national database of governors (currently Edubase).

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, trustees and the clerk to the governing board and school staff both in and outside of meetings.
- 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 board members 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/principal, staff and parents, the local authority/the trust 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.
- We will ensure all confidential papers are held and disposed of appropriately.

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 board'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/trust'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 board.

Ceasing to be a governor

- We understand that the requirements relating to confidentiality will continue to apply after a governor leaves office

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 board 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 board member, such as the vice chair will investigate.

Governors are considered to be holders of public office, and as such should have regard to the Nolan Principles: <https://www.gov.uk/government/publications/the-7-principles-of-public-life>

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.

This 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>

Adopted by the governing board of [name of school] on [date].



Roles and Responsibilities

Chairperson (Chair)

All Chairs should have a copy of the NGA's 'The Chair's Handbook' which is sent shortly after the election of a new Chair. Please get in touch if you need a copy:

governor.services@stockport.gov.uk

Purpose of the role

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

Preparation and Chairing Meetings

- Agree agendas with the Headteacher and Governor Support Officer
- Ensure that the business of the governing board is conducted properly and efficiently, focusing on priorities
- Share information and documents received with the governing board (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 governors to 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 with the Vice Chair ensuring that they are able to operate effectively as Chair in the Chair's 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 appropriately skilled for the role of Chair and aware of current developments

Representation

- Attend termly Chairs briefing meetings
- Represent the governing board 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 board

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. The action taken should be shared with the rest of the governing board as soon as possible.

Vice-Chairperson

Purpose of the role

To assist the Chairperson in ensuring that the governing board 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 board is conducted properly and efficiently, focusing on priorities
- Share information and documents received with the governing board (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 appropriately skilled for the role of Vice Chair

Representation

- Attend termly Chairs briefing meetings
- Represent the governing board 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 board

Link Governors

Link roles are not a statutory requirement, but where a governing board has chosen to identify them as part of their overall governance, link governors should have a clear remit.

Link roles should arise from the School Development Plan and be reviewed annually with a reporting mechanism for updating the governing board of progress.

Link governors are prepared to take the lead for their board on their area but overall responsibility remains with the governing board.

Development Governor

Purpose of the role

With the greater expectations from the DfE and Ofsted of governing boards, the Development Governor has an important part to play in ensuring that the governing board 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 board to assist in maximising their effectiveness
- Ensure progression of the Governing Board 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 board
- 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 board
- 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:

- How the school complies with 'Keeping Children Safe in Education'
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Up to date policies, staff training and implementation of policy procedures
- 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 board 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 board 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 board 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 school health & safety may be able to meet designated governors at their schools by arrangement.

SEND Governor

Purpose of the role

To assist and advise the Governing Board 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 or SENDCo.
- 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 board 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
- 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 board 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 board 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 report to governors) 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

Primary Curriculum Governor

Purpose of the role

To support and assist the governing board in ensuring that the school offer a curriculum which enables the children to become successful learners who enjoy learning, make progress and achieve.

- To ensure the school meets its statutory obligations in offering a broad and balanced primary curriculum across the six areas of learning and subjects
- To coordinate the receiving of curriculum reports from members of the school staff to the governing board
- To be the contact for governor publications about the school curriculum
- To contribute where appropriate to evidence for school self-evaluation regarding the quality of provision
- 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 Primary Curriculum Governor

Secondary Curriculum Governor

Purpose of the role

To support and assist the governing board 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 Board Committees

The NGA has drawn up Model Committee Terms of Reference which you might also like to consider at

<https://www.nga.org.uk/Guidance/Legislation,policies-and-procedures/Model-Policies/Model-Committee-Terms-of-Reference.aspx>

Structure & Remits

There is no requirement to have a committee structure, although most governing boards have established committees; all committees should have a remit outlining the functions delegated to it. These remits should be reviewed annually as part of the governing board'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 board 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 board meetings.

Governing board evaluation

- Does the governing board 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 board'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 board have good links with parents? How do you involve parents in their child's learning?
- Are you aware of the skills of each governor? Are they utilised properly?
- What are governors' training requirements and are they reflected in the governing board Development Plan?
- Are governors invited to attend school functions and do they go?
- 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 board organised? Is the workload spread out amongst the whole governing board?
- Does the governing board have an agreed process for appointing co-opted governors?
- Are governors aware of the Code of Conduct?

The All Party Parliamentary Group on Education Governance and Leadership have produced a list of twenty questions Governing Boards could ask themselves a copy of which can be found here [https://www.nga.org.uk/About-Us/APPG/Home/Twenty-Questions-\(1\).aspx](https://www.nga.org.uk/About-Us/APPG/Home/Twenty-Questions-(1).aspx). Academies are encouraged to consider twenty one questions;

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.

- The quorum for committees is a minimum of **3** governors; the governing board determines the membership and the remit of each committee,
- Associate Members may be given 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 count towards the quorate attendance and can vote,
- The Chair of the committee in liaison with the Headteacher, compiles an agenda for each meeting; this agenda and any papers should be circulated to all members at least 7 days prior to the meeting,
- The governing board may appoint any one of their number (who is not the Headteacher) to act as clerk for the purposes of the meeting. However it is not 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 include: constitution of the governing board, appointment or removal of Chair/Vice-Chair, suspension of a governor, appointment of a clerk to the governing board, establishment/remits of committees, appointment of governors, decisions on the delivery of SRE (Sex & Relationships Education) and a decision on the length of school sessions.
- A chair of a committee may be removed at any time by the governing board

The Chair 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 board 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 board

Monitoring Committee (schools in an Ofsted category)

Schools which are placed in a category of either 'Requires Improvement' or 'Inadequate' will be expected to form a Monitoring Committee to help support and provide evidence to Inspectors during further inspections. It might also be considered for a school not in a category at the discretion of the governing board.

Governors should be able to judge the incremental progress the school is making towards removing itself from its category. This will require the sharing of greater levels of evidence than usual. Governors should be clear about what action is being taken and the impact this is having on the key areas for improvement identified in the inspection.

Consideration should be given to:

- how often these meetings should be held (half termly would be advisable)
- Membership of the committee
- LA monitoring and support

Review:

- To monitor and evaluate progress made on the key issues identified within the School Action Plan
- To receive feedback from the leadership team on the impact of strategies to improve progress and raise attainment
- To receive feedback from the Headteacher on key issues which are a barrier to progress
- Self-evaluation of the effectiveness of the governing board
- Discuss and recommend for approval key changes to ensure successful implementation and progress of the School Action Plan

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 Service Level Agreements with the LA
- To recommend the level of delegation afforded to the Headteacher, Chair 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 that Declaration of 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 board
- 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 ensure an annual safety check of the school premises is carried out
- 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 and 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)
- To ensure the school's School Financial Value Standard (SFVS) return is made before the deadline of 31st March.
- 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 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 board

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 and the procedures they might require
- To ensure that the requirements of children with SEND 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 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 matters 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 board

Standards Committee

How often meetings will be held:

Membership:

Quorum:

Minute taker:

Review:

- To ensure that the school promotes an ethos of high expectations for levels of achievement and behaviour for all learners and that this is communicated to pupils, parents and staff
- To ensure that all staff have the appropriate skills and training to deliver a high quality learning environment
- To be aware of any issues which may affect standards and look to how these may be addressed
- Monitor achievement and standards at school and subject level
- Monitor achievement and standards by different groups, e.g. by gender, ethnicity, postcode, and for those taking free school meals, children in care, young carers and children with special educational needs
- Monitor attendance
- Discuss, and recommend for approval, key targets
- Monitor progress against targets
- Be familiar with the school's data on ASP/Fischer Family Trust
- Monitor trends in the quality of teaching and learning through review of the outcomes of lesson observations
- Help to determine the format of reporting information about outcomes to the governors
- Report to the curriculum/teaching and learning committee and the full governing board

PAY COMMITTEE

How often meetings will be held:

Membership:

Quorum:

Minute taker:

Review:

Delegation of Function

The governing board 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 teaching staff

Membership

The Pay Committee shall consist of at least three named members of the governing board, 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 boards may agree to support another governing board with the appeals process, but this must be agreed and minuted at a full governing board 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 board/Finance or Resources Committee on current and future pay levels;
- 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 board 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 board 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.

The meeting should be held within 20 working days upon receipt of an appeal as stated in the Pay Policy.

Membership

The Pay Appeals Committee shall consist of at least three named members of the Governing Board, 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 board 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.

Aided Schools

- To encourage the faith ethos of the school in as wide as context as possible,
- To take special note of the provision for Religious Education, spiritual development, collective worship and the pastoral welfare of pupils and staff and to make recommendations.



Notes