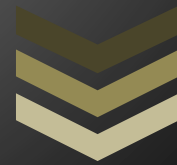




Governors Induction Handbook ~ Version 4



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School

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5/8/2024

Inspiring Today's Child for
Tomorrow

INTRODUCTION

In becoming a school governor, you are taking on one of the most important and valuable roles in education and the strategic leadership of a school. To help you understand your role, you will be given a good deal of information. It is important that you don't feel swamped by this but see it as background and reference to help you fulfil your undertaking.

The headteacher of the school and officers of the local authority can provide professional advice and support. Governors can develop their own knowledge through training and other materials available locally and nationally.

Welcome to Teagues Bridge Primary School Governors' Handbook

Governors have an enormously important role to play in running our schools and helping to provide the best possible education for our young people.

Thank you for being a governor and welcome to Teagues Bridge Primary School's Governing Body.

About this Handbook

This handbook is designed for new governors and those with more experience. If you are a new governor, please don't feel you need to read and understand the whole handbook immediately.

The handbook will introduce you to the basics; will give you a better understanding of your role and how to get to grips with all the information available about how things are going at

our school. It will also explain the role and responsibilities of the Governing Body in more depth. If you are an experienced governor, this handbook will provide a valuable point of reference and a source of guidance.

Welcome to Teagues Bridge Primary School!

Thank you for agreeing to be a Governor at our school. I am pleased that you have been able to join our Governing Body, which is committed to year on year success and happiness for every child who attends Teagues Bridge Primary School.

Being a Governor is an extremely important role, in terms of holding the school to account and meeting the needs of all pupils. It is also important that you represent all stakeholders of the school, so that the whole school community's needs can be met.

As a Governor, you will bring a wealth of experiences and views to the role and we look forward to you sharing these with the rest of the Governing Body.

Mrs Sarah Abdulla, Headteacher

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About Us

Teagues Bridge Primary School is situated in Trench in the North of Telford. The catchment area runs from Hadley, Trench and Donnington. There are 273 children on roll, 40 percent of pupils are entitled to free school meals.

The children enter school from a variety of socio-economic backgrounds and with a range of pre-school experiences. Many of the children starting reception have attended the local nursery or other pre-school facilities locally. A small number of children have had no pre-school provision.

The school consists of 9 bases and a range of rooms which can be used for small group work. The Rainbow Room is used for EYFS and KSI interventions and also a safe space to manage challenging behaviour of a child in base 2 and base 8, and the Library is used for reading interventions and for quiet reading time.

In November 2017, OFSTED graded the school as 'good' overall:

Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour & safety of pupils	Outstanding	1
Leadership and management	Good	2

Results at the end of EYFS, Year 1 phonics, Key Stage 1 and 2 are at or above national expectations, this has not always been the case, the trend is on an upward

The school is committed to the raising of standards in all areas through a creative curriculum.

Teagues Bridge Primary School is committed to safeguarding children and all successful applicants are subject to a Criminal Records Bureau and other relevant employment check.

[Finding out about Teagues Bridge Primary School](#)

Every school is unique. In order to be an effective governor, you will need to know about our school and its pupils. This is essential so that you can support and challenge the school effectively.

Teagues Bridge Primary Governing Body has an induction programme for new governors

which will give you an opportunity to:

- Visit the school; meet the Headteacher, Chair and perhaps the Clerk
- Run through key paperwork so you are familiar with the main documentation and know what to expect to receive for each meeting.
- Find out what issues are currently being dealt with by the Governing Body.
- Attend your first meeting and be introduced to your fellow governors

If there is anything you are unsure of please ask.

You can't be an effective governor if you don't know what's going on.

Over the first few months it will help if you gain a broad understanding of:

- Your roles and responsibilities as a governor – reading this guide is a great start!
- How the teaching and support staff and classes are organised.
- The level of achievement of the pupils at Teagues Bridge Primary School compared to other similar schools.
- The school budget – *and how the school budget is planned, managed and monitored.*
- The school buildings – a tour will highlight accommodation and maintenance issues.
- Future plans – *the Chair or Head Teacher will take you through a summary of the School Improvement Plan and the Governors' Action Plan.*

How is the Governing Body Structured?

Governor Categories

It is recognised that people from many walks of life can make a valuable contribution to the raising of educational standards and so the Governing Body includes a range of different categories of individuals. Teagues Bridge Primary Governing Body will be made up from the following categories, but the mix may vary:

- **Parent Governors** are exclusively parents or carers of children at the school. They are elected by a ballot of parents but can be appointed by the governing body if not enough people stand for election. The parent must have a child on the school roll on the day of election.
- **Staff Governors** are selected by election from teaching and support staff that are paid to work at the school.
- **Community Governors** are appointed by the governing body to reflect the interests of the local community. They may bring specific skills and experience to the work of the Governing Body.
- **Local Authority Governors** are appointed directly by the Local Authority. Local political parties are entitled to select and appoint these governors. "Non-political" appointments can also be made in certain circumstances.

Please remember that as a governor you serve as an individual and NOT as representative of any particular group. However, you may be able to contribute to discussions using the knowledge and experience you have of those groups.

Positions within the Governing Body

- **Chair and Vice-Chair of the Governing Body**

Governing bodies are required to elect a Chair and Vice-Chair, neither of whom may undertake paid work at the school. The posts are held for a minimum of one year as agreed by your governing body. The Chair and Vice-Chair are normally elected at the first full Governing Body meeting of the year. Currently at Holmer Lake, the Chair and Vice Chair are elected at the first full Governing Body meeting in the Autumn term and will hold the post for a period of one year.

- **The Clerk to Governors**

The appointment of a good clerk to governors will greatly assist the smooth running of the governing body. They are more than just a minute taker; their duties include:

- Pre-meeting paperwork- under the direction of the chair, preparing and distributing meeting agendas and associated paperwork.
- Taking minutes and chasing actions.
- Conducting the election procedure for the Chair and Vice-Chair.
- Advising on statutory requirements relating to governing body meetings and procedural issues.
- Maintaining a database of contact details, terms of office, etc. for governors.
- Keeping up to date on governing matters and distributing information to governors.

- **Link or Named Governors**

These are governors who have a responsibility, delegated to them by the full Governing Body, to carry out a function on their behalf (e.g. Health & Safety or for an area of the curriculum). Governors are also linked to a particular class and Subject Leader.

MEET THE GOVERNORS

Our team of governors are all volunteers, parents, school staff and people from our community with a range of experience and expertise who have an interest and desire to improve education for the children in our care. They attend training courses to ensure they have the necessary knowledge and skills to support the Head and senior leadership team in the effective running of the school.

The main roles of the Governing Body:

- To have a strategic view of the school -they focus on helping the schools strategy for improvement so that pupils learn most effectively and achieve highest standards.*
- To act as a critical friend - They provide the head teacher and staff with support, advice and information, drawing upon member's knowledge and experience. This is critical in the sense of the governing body's responsibilities for monitoring and evaluating the school's effectiveness and a friend because the governing body exists to promote the interests of the school and the well-being of the pupils.*
- To ensure accountability - The governing body is responsible for ensuring good quality education in the school. The head teacher and staff report to the governing body on the schools performance and the governing body has the right to discuss, question and refine proposals, whilst always respecting the professional roles of the head teacher and other staff and their responsibilities for the management of the school. In turn the governing body answers for its actions, above all to the parents and the wider local community for the schools overall performance.*

The normal term of office for a school governor is four years. Our board of governors has 12 members. Under the reconstitution it was decided by the head teacher that 12 is an adequate number and will ensure the board is always quorate. It will be made up of 3 parent governors, 1 teacher governor, 1 non-teaching governor, a chair, a vice chair and 5 other members from the community (this will include a local council representative where possible). Through the reconstitution we have ensured that our governors have a range of skills and expertise.

COMMUNITY GOVERNORS:

Mr S. Reynolds

Ms M. Boshell

LOCAL AUTHORITY GOVERNOR:

Mrs R. Gregory

Reverend Kevin Evans

PARENT GOVERNOR:

Mr D. White

Mr D. Payto

TEACHER GOVERNOR:

Mrs N. Woods

HEAD TEACHER:

Mrs S. Abdulla

[Governing Body meetings – what to expect](#)

Governors generally meet three times a year as a full Governing Body. Each meeting will have an agenda and associated papers distributed at least a week before the meeting. Standard items are likely to include a report from the Headteacher, updates from the main committees, items from the Local Authority and issues raised by any correspondence received by the chair of governors. Holmer Lake has a protocol for putting forward agenda items to avoid issues being raised at the last minute under “any other business”. For binding decisions to be made a full Governing Body meeting must be quorate i.e. at least one half of the governors in post must be present. Associate members do not count towards the quorum.

[Committees](#)

Most Governing Bodies set up committees to deal with specific areas of responsibility, such as curriculum or finance. Committees are designed to help governing bodies’ cope with their wide range of duties and responsibilities by spreading the workload and allowing issues to be

examined in detail.

The Governing Body agrees the “terms of reference” for each committee, i.e. what the purpose of the committee is what powers it has and how it will operate. Committee arrangements should be reviewed every year (in the autumn term) to make sure they are working in the best interests of your school and the Governing Body.

Teagues Bridge governing body has the following committees:

- Curriculum and General Purposes Committee (Committee 1) See annex
- Finance Committee (Committee 2) See annex

How do Committees relate to the Governing Body?

Minutes of sub-committee meetings are taken by the appointed clerk and are submitted to the full Governing Body for either:

- Consideration and approval of recommendations.
- Formal receipt.
- Noting if the committee has delegated powers.

The documents are then filed as part of the public record. Dates of committee meetings are planned well ahead and dovetail with those of the main governing body so that minutes and / or reports can be submitted and read by other members of the full Governing Body as quickly as possible to ensure there are no unnecessary delays in decision making.

Delegation of Powers

The Governing Body can opt to set up two kinds of committee:

- Those that advise and make recommendations.
- Those given delegated powers which are entitled to take decisions on behalf of the whole Governing Body.

Governing bodies can also set up working parties to undertake particular tasks and report back to the full Governing Body. Individual governors can take on particular tasks and/or

make decisions on behalf of the Governing Body, but only when specifically given this responsibility by the Governing Body.

The Chair is usually given authority to act on behalf of the Governing Body in case of urgent business. This is usually done in conjunction with the Headteacher. Any actions of this nature are reported at the next full governors' meeting.

[Appeal Hearings](#)

Most decisions governing bodies make relate to the running of the school. However, there are a number of instances where the Governing Body will need to make judgments on issues relating to individual pupils or members of staff. Procedures need to be in place to consider:

- Staff disciplinary matters.
- Exclusion of pupils.
- Complaints.
- Appeals by parents in respect of the National Curriculum.
- Staff grievances.
- Redundancy (managing change).

Teagues Bridge Governing Body has established an appeals panel and complaints committee to handle these issues. Governors from committee 1 will act as the first stage committee (hearing). Governors from committee 2 will act as the appeals committee. The quorum (the minimum number of people required) for such committees is three governors. All hearing and appeal panels must have a clerk to make sure that governors receive the administrative support and procedural and legal advice they need. Where an appeal concerns employees, governors are entitled to advice on employment issues from the Local Authority's Human Resources team. The panel will receive advice independent from that offered to the head teacher.

[Governing body terms of reference](#)

The governing body terms of reference, the membership of committees and dates of meetings are in the Annex papers.

Full governing body meetings and committee meetings

Autumn term 2021:

<i>Date</i>	<i>Time</i>	<i>Venue</i>	<i>Meeting/Purpose</i>
<i>5.11.21</i>	<i>10-12</i>	<i>FGB</i>	<i>Action Planning Full Governing Body Agenda determined by head and chair</i>
<i>19.10.21</i>	<i>10.00</i>	<i>Via TEAMS</i>	<i>Finance Committee Meeting</i>
<i>19.10.21</i>	<i>11.00</i>	<i>Via TEAMS</i>	<i>Curriculum and General Purposes Committee</i>

Spring term 2022:

<i>Date</i>	<i>Time</i>	<i>Venue</i>	<i>Meeting/Purpose</i>
<i>January 2022</i>	<i>5.00</i>	<i>Via TEAMS</i>	<i>Heads and Chairs Briefing To go through agenda for the spring term and raise any current issues/policies</i>
	<i>2.00</i>	<i>Finance Committee</i>	<i>Budget update Break down of budget for next financial year. On-going projects</i>
	<i>3.00</i>	<i>Curriculum Committee</i>	<i>Curriculum update Approval of policies, update on assessing without levels, SATs Y2 and Y6.</i>

5/11	5.00 6.00	FGB	<i>Action Planning Full Governing Body Agenda determined by head and chair</i>
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Summer term 2022:

<i>Date</i>	<i>Time</i>	<i>Venue</i>	<i>Meeting/Purpose</i>
	5.00	Via TEAMS	<i>Heads and Chairs Briefing To go through agenda for the spring term and raise any current issues/policies</i>
	3.00	Finance Committee	<i>Budget update Outline of expenditure to date and future projects outlined in SIP</i>
	4.00	Curriculum Committee	<i>Curriculum update</i>
	5.00 6.00	FGB	<i>Action Planning Full Governing Body Agenda determined by head and chair</i>

The Roles and Responsibilities of the Governing Body

The Governing Body’s roles and responsibilities fall into the following key areas:

Strategic Direction - School Vision

OUR VISION

At Teagues Bridge our vision is to be an outstanding school at the heart of the community. We are dedicated to developing our children to become well-rounded citizens, who show tolerance and respect and who value the diversity of our community and the wider world. We want to ensure our children grow into caring, responsible, and positive members of the community through promoting the British Values and spiritual, moral, social, and cultural development. Together we will develop children to be confident, respectful, resilient, and happy individuals. Through a child-centred, engaging, and meaningful curriculum, which is underpinned by developing a love of reading, children will leave with the skills to become lifelong learners. They will know how to keep themselves safe and how to be safe in the local community and the wider world.

Responsibility	Expect Success	Safety and Self Control	Positive Attitude	Equality for all	Creativity	Teaching and Learning
Children will express themselves effectively, respecting other’s thoughts, feelings, and opinions.	All children develop self-confidence and courage to believe that they can and will succeed.	There are high expectations of behaviour for all, and children are taught to manage conflict and emotions through self-regulation.	Children take pride in themselves, their school, and their learning.	Children will have a voice to challenge prejudice and stereotypes to ensure we are an inclusive school	Children will develop a thirst for knowledge through a broad and balanced curriculum that inspires curiosity.	Children are given time to reflect on their ideas, use their initiative and develop independent learning skills.
Children develop a sense of responsibility by contributing to a range of roles within school e.g. school parliament, SAS crew, office helpers, librarians, playground pals etc	Dreams and Aspirations are harnessed and nurtured.	Children are happy and supported in school and are encouraged to develop effective learning behaviours.	The importance of mental well-being is promoted and children can use strategies to maintain a healthy body and mind.	To provide an inclusive environment that celebrates diversity and teaches children to appreciate the world around them.	Every child is given the opportunity to develop their interest and skills through a wide variety of enrichment activities and events.	Children will be confident in using ICT to enrich their learning experience in school and the wider world.
Children will be responsible citizens and will contribute to the wider society.	Children, staff, governors, and parents alike are passionate about progress and every success is celebrated.	Children learn how to keep safe in school, the community and online and are secure in developing healthy relationships with others.	Children can express emotions and feelings in an appropriate way and know when to seek support.	All learners, families, and cultures – regardless of gender, ethnicity, faith, orientation, and disability – are of equal value.	Children will ask questions, follow a line of enquiry and be successful problem solvers.	Supportive and stimulating learning environments will engage children and allow them to know and remember more.
Children will take responsibility for their actions, will understand consequences, and will know the difference between right and wrong.	Children will feel safe to make mistakes and develop their resilience to learning.	Children will know what to report to support a zero-tolerance approach to any form of bullying or harm e.g. peer-on-peer abuse.	Our school ethos and values teach children to have a strong moral compass.	Children learn the significance of equal opportunities, justice, and human rights. They become increasingly aware of the significance of these principles to citizenship and democracy, preparing them for life in modern Britain.	Learning is exciting and engaging through a range of memorable experiences.	A love of reading is harnessed throughout every child’s learning journey.

- Setting aims for the school.
- Agreeing policies, plans and targets for improvement to match those aims.
- Monitoring and evaluating the impact of the policies.

Support, Monitor & Evaluate (Critical friend)

- Asking relevant but probing questions in a supportive, honest and trusting manner.

- Monitoring the impact of the policies and plans.

Accountability

- Holding the Headteacher and staff to account for the performance of the school.
- Accounting to the parents and others for the work of the Governing Body in deciding the strategic direction of the school.
- Setting the terms of reference for those individuals, committees and working parties to which the Governing Body delegates tasks.

Legal Accountability.

The powers and duties of the Governing Body are summarised below:

- **Budgets** – determining how to spend the budget allocated to the school.
- **Staffing and performance management** – deciding the number of staff, the pay policy and performance management policy and making decisions on staff pay.
- **Curriculum (including Religious Education and collective worship)** – ensuring that the curriculum is balanced and broadly based, and that the National Curriculum and religious education are taught.
- **Target setting** – setting appropriate targets for pupil achievement at Key Stage 1 and 2
- **Discipline/Exclusions** – establishing a discipline policy and reviewing exclusions.
- **Admissions** – setting admissions policy and considering appeals (in certain schools only).
- **Standards** – ensuring a strategic and systematic approach to promoting high standards of educational achievement.
- **Reporting and results** – reporting on assessments and examination results.
- **Policies** – deciding how, in broad strategic terms, the school should be run.
- **Appointments** – appointing the Head and Deputy Head and other staff.
- **Inspection follow-up** – agreeing with the Headteacher an action plan after inspection.
- **Other statutory functions** relating to premises, insurance, health & safety, school organisation and information for parents.

What are my Personal Responsibilities?

- To support the headteacher and Teagues Bridge Primary School.
- To promote the school within the parent community
- To regularly attend full governors meetings and committee meetings once a term.
- To offer support during challenging times
- To meet with your link teacher once a term
- To visit the school each term.
- To always follow the confidentiality policy and never discuss children, parents, staff outside of the school setting.
- To follow the social media policy when visiting such sites in your personal life.

Collective responsibility

As a governor you will always act as part of a team with collective responsibility. You may be relieved to know that so long as decisions can be shown to have been taken in good faith neither the governing body or individual governors have any legal liability.

However, you may be asked to take on a task on behalf of the Governing Body. For example, to sit on an appointment panel, or help monitor a particular aspect of the school's work. Remember that individual governors have no authority to act on behalf of the Governing Body unless they have been specifically asked to do so. Beware of letting your enthusiasm lead you into taking actions unless the task has been formally delegated to you by the governing body.

Practical issues

Certain expectations apply for all governors:

Attendance – it is very important that governors make every effort to attend as many meetings as possible since at least half the governing body must be present to ensure binding decisions can be made. If something comes up preventing you from getting to a meeting let your clerk or chair of the relevant committee know the reason as early as possible. A governor can be disqualified if they fail to attend meetings over six months without giving apologies or where the governing body rejects their apologies.

Committees – much of the work of the governing body is done through committees. Speak to your chair to ensure you play a part in the committee, which would benefit most from your

individual talents and skills.

Preparation – allow sufficient time to read meeting papers before the meeting to ensure you are clear about the issues.

Be ready to ask informed questions – you may find it helpful to make a note of them on your paperwork. Never forget that you are not there to rubberstamp the decisions made by others. Make sure you make a contribution and have your say.

Confidentiality – many of the discussions in which you will be involved will need to be considered confidential for one reason or another. **It is essential that all governors take this responsibility very seriously.** Regulations require that signed minutes of meetings are made available on request. The Governing Body will need to decide what information, if any, can be released earlier.

Relationships – the relationship between the Governing Body and Staff is a critical one. It must be based on a mutual respect and understanding that the privileged position Staff and Governors are in, must not be used to an unfair advantage. For example:

- Contacting the Headteacher for any other reasons other than matters relating to being a Governor.

Presenting a United Front – for the good of the school, the governing body must present a united front at all times. Lively debate is a healthy part of the decision making process during meetings, but it is the responsibility of all governors to support a decision once it has been reached, even if the vote went against you. The Governing Body's monitoring will show if an agreed action does not have the required positive impact on the work of the school.

Reflection – a good Chair should make it easy for all governors to participate. It is worth reflecting on how well you have contributed to each meeting.

[Principles for Decision Making](#)

It is important that any action you take on behalf of the Governing Body should be conducted in a proper and responsible manner. The Committee for Standards in Public Life (Nolan Committee) came up with seven key principles for anyone holding public office, which can be applied to your work as a governor:

SELFLESSNESS

Act only to benefit your school and not in order to gain financial or other advantages for yourself, your family or friends.

INTEGRITY

Avoid being placed under any financial or other obligation to outside individuals or organisations that might seek to influence you in the performance of your duties.

OBJECTIVITY

Make choices based only on merit when it comes to things like making staff appointments, awarding contracts or recommending individuals for rewards and benefits.

ACCOUNTABILITY

Recognise that you must submit yourself to appropriate scrutiny.

OPENNESS

Accept the need to give reasons for your decisions and restrict information only when the wider public interest clearly demands.

HONESTY

Declare any private interests relating to your duties as a governor and take steps to resolve any potential conflicts.

LEADERSHIP

Promote and support these principles by leadership and example.

Conflicts of Interest

Governors should declare interest, withdraw from meetings and not vote where they have:

- A direct or indirect pecuniary interest in (i.e. they could benefit financially from) any proposed contract or other matter being discussed.
- Where there may be any other conflict between their interest and that of the Governing Body.
- Where a fair hearing is required and there is reasonable doubt about their ability to act impartially.

A governor employed at the school (other than the Headteacher) must withdraw from consideration of pay or appraisal for any member of staff (including themselves) and the Headteacher must withdraw from any discussion about his or her own pay or appraisal. If you are a Staff Governor you are not taken as having a pecuniary interest in any other

matter involving employees of the school unless you have a greater interest than that of employees generally.

Governors Code of Conduct

Code of Conduct for School Governors

Telford & Wrekin School Governance Service has, for a number of years, recommended that governing bodies adopt a code of practice which sets out the purpose of the governing body and describes the appropriate relationship between individual governors, the whole governing body and the leadership of the school. We recommend that the whole governing body thoroughly discusses the code so that they have ownership of it. Once it has been adopted the governors should be asked to review it and sign it on an annual basis, ideally at the first meeting in the autumn term. Each governing body may want to tailor this recommended code to their own situation, but this gives them a starting point on which to build their own version.

Code of Conduct for Teagues Bridge Primary School governing Body

This Code of Conduct sets out the expectations on and commitment required from governors in order for the governing body to properly carry out its work within the school and the community. It can be amended to include specific reference to the aims and ethos of the particular school.

The purpose of the governing body

The governing body is the school's accountable body. It is responsible for the conduct of the school and for promoting high standards. The governing body aims to ensure that children are attending an effective school which provides them with a good education and supports their well-being. Over the past decade the responsibilities of governing bodies have grown; and the 'Every Child Matters' agenda has meant that schools are now accountable for children's health and well-being in the community and for a wide range of extended services provision out of school hours.

The governing body:

- * Sets the strategic direction of the school by:
- * setting the values, aims and objectives for the school

- * agreeing the policy framework for achieving those aims and objectives
 - * setting statutory targets
 - * agreeing the school improvement strategy which includes approving the budget and agreeing the staffing structure
 - * Challenges and supports the school by monitoring, reviewing and evaluating:
 - * the implementation and effectiveness of the policy framework
 - * progress towards targets
 - * the implementation and effectiveness of the school improvement strategy
 - * the budget and the staffing structure
 - * Ensures accountability by:
 - * signing off the School Self Evaluation Form (SEF)
 - * responding to School Improvement Partner and Ofsted reports when necessary
 - * holding the head teacher to account for the performance of the school
 - * ensuring parents and pupils are involved, consulted and informed as appropriate
 - * making information available to the community
 - * Appoints and performance manages the head teacher who will deliver the aims through the day to day management of the school, implementation of the agreed policy framework and school improvement strategy and delivery of the curriculum and report appropriately to the governing body.
- For governors to carry out their role effectively, governors must be:
- * prepared and equipped to take their responsibilities seriously
 - * acknowledged as the accountable body by the lead professionals
 - * supported by the appropriate authorities in that task; and
 - * monitor and review their own performance.

The role of a governor:

In law the governing body is a corporate body which means:

- * no governor can act on his/her own without proper authority from the full Governing body
- * all governors carry equal responsibility for decisions made, and
- * although appointed through different routes (i.e. Parents, Staff, Local Authority, Community, Foundation), the overriding concern of all Governors have to be the welfare of the school as a whole.

General

- We understand the purpose of the governing body and the role of the Head teacher as set out above
- We are aware of and accept the Nolan seven principles of public life (see

Appendix)

- 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 body when we have been specifically authorised to do so
- 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 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 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 action 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

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, in full, why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities
- Our visits to school will be arranged in advance with the staff and undertaken within the framework established by the governing body and agreed with the head teacher
- We will consider seriously our individual and collective needs for training and development and will undertake relevant training
- We are committed to actively supporting and challenging the head teacher.

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted
- We will express our views openly, courteously and respectfully; the Governor chairing a meeting is responsible for ensuring appropriate conduct at all times and the other governors are responsible for supporting the chair in that role
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed. We will acknowledge the time, effort and skills that have been committed to the delegated function by those involved
- We will seek and develop effective working relationships with the head teacher, 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 and outside school
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting
- We will not reveal the details of any governing body vote

Conflicts of interest

- We will record, in the Register of Business Interests, any pecuniary interest that we have in connection with the governing body's business.
- We will declare any personal or pecuniary interest in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time

Implementation of this Code of Conduct

- We understand that any allegation of a material breach of this code of conduct by any governor shall be raised at a meeting of the governing body and, if agreed to be substantiated by a majority of governors, shall be minuted
- We are aware of the provisions of regulation 15(1) of the School Governance(Procedures)(England) Regulations 2003 which pertain to qualification and disqualification for the role of school governor and

grounds for suspension (held as a separate document)

The Governing Body of School adopted this code
of conduct on 5th November 2021

The Chair of Governors will sign the Code at the first governing body meeting of each school year.

Signed.....

Printed name.....

Date.....

The Seven Principles of Public Life

Selflessness

Holders of public office should take decisions 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 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 this.

Honesty

Holders of public office have a duty to declare any public 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.

From the 'Second Report of the Committee on Standards in Public Life', The Nolan Committee, 1996

What can I contribute?

My skills and experience

There is no formal requirement for a governor to have any particular knowledge or experience, but all governors will need to be committed to:

- The desire to secure the best possible education for young people.
- Acting with fairness, tact, diplomacy and integrity.
- Equal opportunities.
- Working as a member of a team.
- Participating in training, development and self evaluation.
- Having a positive attitude towards resolving problems.

Other more specific areas of skill, knowledge and experience can be put to good use such as: a good understanding of the local community; experience of working with children; financial or business experience; building, maintenance or computer skills; confidence in managing a team or chairing meetings or an understanding of the particular issues faced by children

and young people with special educational needs. Make sure you let your Chair know about your skills and experiences – they are sure to come in useful!

[Training](#)

Training is planned to maximise the collective skills of the Governing Body as well as the needs of individual governors. Once you have settled in to your role, you will need to liaise with the Chair of Governors or Headteacher to discuss what training you might need and what is available locally.

[Where to go for help](#)

The more skilled and knowledgeable you are as a governor, the better you will be able to help the school. In the first instance you can seek help from the Chair of Governor or the Headteacher.

[School Improvement Plan](#)

The School Improvement Plan (SIP) is a document setting out how the school plans to raise pupils' achievements and, in particular, what the school's **priorities** are for improvement.

- The main purpose is to **help staff focus their energies on raising standards**.
- The plan will help governors **understand, support and challenge**. Inspectors and Local Authority officers will wish to see it.
- The plan links to the School's Self-Evaluation Form (SEF) which sets out the school's analysis of its strengths and weaknesses, especially in relation to pupils' achievements. Significant weaknesses revealed in the SEF should lead to a priority in the SIP.
- It is not a legal requirement to have a SIP, but good schools do and it would be a concern if schools do not have a clear plan to raise standards or to maintain standards that are already high.
- The plan will not only state what the priorities are, but what the school is trying to achieve, how the Headteacher expects to do it and what it will cost.

[How does the School Improvement Plan help raise standards in the school?](#)

As a Governor you need to recognise that whilst there may not be enough time, money or energy in the school to do everything you must remain focused on the most important thing –

deciding what **must be done to raise pupils' standards of achievement**. These plans will help you concentrate on raising standards.

If pupil standards of achievement are not as high as they should be, a key part of your role as a governor is, in a supportive way, to **challenge why things aren't improving (and, where appropriate, why the school is not tackling an obvious weakness)**.

Funding and Financial Management

In law the Governing Body is responsible for all money received by the school. This includes the allocated funding from the Government, grants, bursaries, gifts and donations. It is the Governing Body's responsibility to manage it efficiently, and check on a termly basis that school funds are being used wisely in order to raise standards of education for the pupils in your school.

- Governors need to approve budgets, not only showing how the money is to be spent during each academic year, but also an outline of spending plans for the next three to five years.
- The Local Authority delegates money from central Government to the Governing Body through a formula based mainly on pupil numbers and age profile and the number of children with special educational needs.
- Additional money is sometimes provided direct from the Government to support specific initiatives.
- Subject to the school policy, governors are able to generate additional funding for the school through lettings, grants, donations and fund raising events.

The Headteacher draws up provisional budget models in conjunction with the Facilities Committee for discussion with the whole Governing Body. It is important to take into account:

- The needs and priorities of the school as set out in the SIP, and the School's SEF
- Staff costs will be about 80% of the budget. They need to be carefully calculated including employer's contributions, potential pay increases, increments, recruitment costs and any sick pay when setting the staffing budget. Governors should consider annually whether their staffing levels continue to meet the needs of the pupils and the school.
- Premises costs include repairs, ground maintenance and energy bills.

The remainder of the money is allocated to fund school improvement targets, Government initiatives, administrative costs, staff and governor training, resources and a contingencies

budget.

The Headteacher monitors and reports on the finances of the school to the Facilities Committee and full Governing Body on a regular basis. The Governing Body may decide to transfer (or vire) money between budget categories during the year if appropriate. The Headteacher or Facilities Committee can take such decisions if they have been properly delegated. It is important that proper notes are made on the decisions and actions taken.

What do Governors need to know or do about school funding and financial management?

To ensure that the school is providing value for money you need to:

- Set a framework for financial management.
- Be confident your assets are being managed well.
- Be satisfied that spending is being carried out wisely.
- Be clear about the benefits of expenditure on improving learning.
- Compare your expenditure with similar schools.

How does good financial management help raise standards in the school?

All schools are limited in the budget they have available. Careful monitoring and sound decision making processes will ensure money is allocated appropriately to fund the priorities set out in the SIP which will in turn help raise standards.

Monitoring and Evaluation

Monitoring means finding out whether or not agreed actions have been taken.

Evaluation means making a judgement on whether these actions have had the desired impact on standards and whether there is a better way to achieve the same impact.

For example:

- Receiving an update on progress with the purchase of new books for the school library and looking at how frequently the library is used is: **monitoring**.

- Receiving a report on the impact of purchase and use of the new library books on reading standards in the school and deciding whether they are being used to best effect is: **evaluation**.

What do governors need to know or do about monitoring and evaluation?

- As a governor you must understand how Teagues Bridge School is monitoring its “key outcomes” such as SAT’s results, attendance rates, pupil progress and the other priorities in its improvement plan.
- Governors play a part in the monitoring and evaluation process by **asking for reports or gathering information** so they can consider how aspects of the improvement programme are going.
- Most schools will have a policy on monitoring and evaluation and an annual programme of monitoring and evaluation activities. Governors should be aware of the programme so they can contribute to the process.
- All schools will have a designated School Improvement Advisor (SIAs) who will regularly contribute to the school’s self evaluation cycle.

How does monitoring and evaluation help raise standards in the school?

It is unlikely you will have any impact on standards if you take action without deciding in advance what you are trying to achieve, making sure it happens and reviewing the impact. Regular monitoring and evaluation enables governors to take early action when issues are identified during the year rather than being taken by surprise by, for example, lower than expected test results.

Where can I find out more?

- Look at your School Improvement Plan and see if it fits with the principles of monitoring and evaluation set out above.
- Look at your monitoring and evaluation policy and ask for the annual programme of monitoring and evaluation activities.
- By attending the meetings with Local Authority Officers or School Improvement Partners on the work of the school, governors’ representatives will be able to provide the full Governing Body with an informed view of progress.

The role of the Link Governors in monitoring and evaluation

Teagues Bridge has “link governors” attached to individual subjects or aspects of the school’s work. Each Governing Body will need to plan with the Headteacher what the link governor is expected to do.

This may include:

- Getting to know about legislation, Ofsted criteria for evaluating the subject provision and local and national issues impacting on the subject.
- Meeting regularly with the subject leader to keep up to date with:
 - Staffing arrangements and training.
 - The condition and availability of resources and how they are used.
 - Curriculum and timetable arrangements.
 - Special needs provision.
 - Assessment and recording procedures for the subject.
- Acting as the link between the subject leader and the Governing Body about the subject.
- Attending any in-house training connected with the subject/aspect.
- Observing lessons in that subject and gaining a greater understanding of the key features of the subject and the way it is taught (**but remember that the purpose of classroom observations is to gather information, not to make judgments about the quality of teaching**).
- Finding out about any local activities linked to the subject and considering with the subject leader how pupils might be able to get involved with them.

Remember that you are not acting as a teacher, nor an inspector, but as a source of support and as a critical friend of the school. It may take time for the role to be fully understood and accepted. Ensuring that meetings and class observations are well planned will help this.

In addition to “subject” link governors, it is strongly recommended that governing bodies have a named link governor for the following areas:

- Special Educational Needs.

- Health & Safety.

How well is Teagues Bridge Primary School doing?

The most important part of your role as a "critical friend" to your school is **to help raise achievement and ensure that every child reaches their full potential.**

To do this effectively you will need a good understanding of your school's strengths and weaknesses. There is an almost overwhelming amount of information available to help you do this:

- Teacher assessment of pupil levels.
- Statutory tests results.
- Fischer Family Trust data (FFT).
- School Self Evaluation Form (SEF).
- Ofsted inspection reports.
- Data on behaviour and attendance and personal development.
- Information relating to the quality of teaching and learning.

Don't be daunted by this list – you do not need to have an in-depth understanding of all this information. However, you will need to gain some grasp of what each is telling you about how well your school is doing.

You will also need to get an impression of pupils' behaviour at school and their personal development through visits to the school.

Teacher Assessments

- Teachers should establish the knowledge and skills of each pupil when they first start school. This is very important as it provides information on how much 'value' the school is adding for each child as they move through the school.
- Pupils need to be assessed regularly to find out how well they are progressing and to help teachers plan and improve the learning that takes place.
- Teacher assessment procedures should include verbal or written feedback on how well the pupils are achieving and what they might do to improve their performance.
- Teachers keep detailed notes of the progress of individuals in all areas of learning and these are used to write reports for parents at least once a year.

How well are we doing as a Governing Body?

The Governing Body is responsible for making sure that it evaluates the effectiveness of its role in supporting the school and the Headteacher in carrying out the leadership and management of the school. Teagues Bridge Primary School's Governing Body undertakes an annual self-evaluation, the results of which contribute to the Governing Body's Development Plan.

It is vital that the Governing Body is fully involved in setting a clear direction for the school leading to improvements and the promotion of high quality education and care provision.

How well am I doing as a Governor?

Once you have become well settled in your role as a governor, here are some questions you may wish to consider:

- Do I understand my duties and responsibilities? If not, do I know where can I go for support?
- Am I attending all meetings?
- Am I arriving on time and well prepared?
- Am I accessing training opportunities?
- Am I using my personal expertise for the benefit of the school?
- Am I prepared to engage in discussion?
- Have I personally been able to contribute to developing the strengths of the school?
- Have I shared in celebratory events?

Remember to ask questions and raise issues which you believe are in the best interests of your school based on sound factual knowledge and understanding of local conditions. At the same time always act in a constructive, sensitive and supportive manner.

[School Policies](#)

Teagues Bridge School has policies covering most aspects of the school's work. Some are required by law and some by governors to assist with the smooth running of the school. Policies are intended to ensure that consistent principles are applied to practice across the school. They are not intended to detail how every conceivable event that might arise will be dealt with.

Policies should also enable school staff, governors, parents, Local Authority officers and Ofsted inspectors to identify at a glance the practice they can expect to see at Holmer Lake School.

[The Governing Body's role in Policies](#)

The governing body is the policy making body for the school. Their involvement in the practical preparation will depend on the type of policy. For example, the work involved in curriculum policies will be mostly within the remit of the school staff. Others, such as the pay policy, will need more governor involvement. Policies can be drafted or reviewed by the head teacher, other staff or by governors, but either the full governing body or one of its delegated committees, where appropriate, must approve the policy or any amendments. The full governing body or committee is also responsible for monitoring whether the practices in the school reflect the written policy, and whether it's having the anticipated impact on standards of achievement.

[Where can I find out more?](#)

The Local Authority have developed a number of model policies that it recommends schools adopt or use as the basis for their own policies, particularly in complex and sensitive areas such as pay and employment. These can be found on the governors pages of the Local Authority website.

Visiting the School

Why is it helpful to me?

You will get to know more about your school, so that you can better carry out your responsibilities as a governor. It will demonstrate to the staff and pupils that you take your responsibilities seriously and that you are interested in what they do.

When can I visit the school?

- Remember, an individual governor does not have an automatic right to visit the school
- Our Governing Body has a clear structure in place, which will provide an excellent reason, and opportunity for you to visit the school, for example each governor may be allocated:
 - an area of school activity
 - a year group
 - a class
 - an area of the curriculum

Each governor can then become involved in, and gain an understanding of, an aspect of school life requiring visits in preparation for a report back to the full Governing Body.

The Headteacher and staff may extend invitations to the Governing Body to join them at:

- The Christmas concert
- Sports Day
- Social assemblies
- Staff/Governor training sessions
- Staff Meetings
- School trips.

Try to accept some of these invitations to visit and become involved.

Some guidance/hints before making a formal visit to the school

- Liaise with the Head /Deputy and make an appointment to visit; explain whom you want to see and what you want to do, such as observe a class, meet the head

- Visits make heavy demands on your time and that of the staff, therefore it is important to ensure it is **useful** to the work of the Governing Body
- The visit should relate to your responsibilities as a governor – gaining information and impressions to help the task of governing
- You are making observations in order to inform the Governing Body. You are not in your school as an 'Inspector'
- An individual governor has no right to pass a judgement on teaching and learning – power and rights lie with the **whole** Governing Body.

What could I do when I make a visit?

- Make sure you have read the protocol for Governor Visits.
- Make sure that you have a specific reason for your visit, know what the purpose is, what you will be looking at and why!
- Make sure the details of the arrangements have been clarified with the Head/Deputy.
- Immediately you arrive, call in at the school office in order to announce your arrival
- Remember the basic courtesies. The manner in which you introduce yourself to the staff will set the tone for everything that follows
- Be quick to praise and slow to make judgments. Never make critical comments in class
- Never leave a lesson without thanking the teacher, making it clear that you appreciate the opportunity to visit and take part
- Try to have a word with the teacher prior to the lesson to explain the purpose of the visit and how it relates to your responsibilities
- Try to establish with the teacher the extent to which you can participate in the lesson. A governor who is keen to join in with interest and enthusiasm may help to ease tensions
- Try not to take notes during a lesson, this makes the visit appear to be more like an inspection. If you distrust your memory, try to have gaps in the programme for making notes after lessons
- Above all, remember that your presence as a governor in the classroom will probably affect the lesson and depending on the layout of the school it may affect all the classes.

What about after the visit?

- Try to build into the visit time afterwards for a 'feedback' discussion, involve staff and the Headteacher
- Make sure you thank whoever hosted the visit, in writing.
- Your visit should enrich the Governor Body's, as well as your own, understanding of the work of the school. This could be achieved through presenting a written or verbal report to the Governing Body at your next meeting. The Chair can provide you with a Governors' Visit Report Form.

APPENDIX A

Acronyms and Abbreviations

ADHD Attention Deficit Hyperactive Disorder
AfL Assessment for Learning
APP Assessment of Pupil Progress
APS Average Point Score
ASCL Association of School and College Leaders
AST Advanced Skills Teachers
ATL Association of Teachers and Lecturers

BME Black and Minority Ethnic
BSF Building Schools for the Future

CAF Common Assessment Framework
COSHH Control of Substances Hazardous to health
CIC Children in Care
CP Child protection
CPD Continuing Professional Development
CVA Contextual Value Added

DfE Department for Education

EAL English as an Additional language
EP Educational Psychologist
EMAG Ethnic Minority Achievement Grant
EO Equal Opportunities
EWO Educational Welfare Officer
EYFS Early Years Foundation Stage

FAP Fair Access Panel
FSM Free School Meals
FFT Fisher Family Trust
FOIA Freedom of Information Act
FSP Foundation Stage Profile

GNVQ General National Vocational Qualification

GRT Gypsy Roma Traveller

H&S Health and Safety

HMCI Her Majesty's Chief Inspector in Schools

HMI Her Majesty's Inspector

ICT Information and Communication Technology

IEP Individual Education Plan

IIP Investors in People

INSET In-Service Education and Training

KSI (2,3,4) Key Stage 1,2,3,4

LA Local Authority

LSAT Learning Support Advisory Service.

NAHT National Association of Headteachers

NASUWT National Association of School Masters/Union of Women Teachers

NQT Newly Qualified Teacher

NUT National Union of Teachers

OFSTED Office for Standards in Education

PGCE Post Graduate Certificate in Education

PHF Primary Heads Forum

PoS Programme of Study

PPA Planning, Preparation and Assessment

PQM Primary Quality Mark

PRU Pupil Referral Unit

QTS Qualified Teacher Status

RI Registered Inspector (lead inspector during OFSTED inspection)

SACRE Standing Advisory Council For Religious Education

SATs Standard Assessment Tasks

SD/IP School Development/Improvement Plan

SEF Self Evaluation Plan

SENCo - Special Needs Co-ordinator

SEND Special Education Needs and Disabilities

SIP School Improvement Partner

SLT Senior Leadership Team

TAC Team Around the Child

TLR Teaching and Learning Responsibility Payments
TUPE Transfer of Undertaking (Protection of Employment)

UPN Unique Pupil Number

APPENDIX B

- ***Setting the vision and strategic direction of the school***
 - School Prospectus*
 - Staff list – Teachers and Support Staff*
 - Subject Leader responsibility*
 - Committee terms of reference*
 - List of Governors and key responsibilities*
 - CPD for Governors – planning development and evaluating it*
 - Skills' Audit and evidence of impact on school improvement*
 - Governor accountability statement – annual by the Strategic Group*
 - Governing Body Development Plan*
- ***Holding the Headteacher to account for educational performance***
 - OFSTED report*
 - Raising Attainment Plan*
 - LA Summary report to the Governing Body*
 - Questions for Governors to challenge and support the Headteacher*
 - Headteacher report to Governors*
 - School Improvement Plan*
- ***Ensuring financial resources are well spent***
 - Pupil Premium Grant Action Plan – plan for spending*
 - Pupil Premium Grant Impact*
 - Sports Grant*
 - Current Financial Situation of the school*
 - Performance Management Overview*

APPENDIX C

Documentation

The table below lists all governing body documentation types and identifies the process for creation, distribution and storage and the parties responsible.

DOCUMENTS	PROCESS	PERSON RESPONSIBLE
Full GB Agendas	To be prepared by chair of governors and HT and sent to the clerk prior to the meeting. These will be distributed before the meeting with any other documentation.	COG HT
Full GB Minutes	Paper copies to be signed by the Chair of Governors at the full GB meeting and filed in head office.	COG HT
Full GB Minutes	Draft minutes to be created by clerk and sent to Chair and HT for review. Final draft of minutes to be sent by clerk to all governors and the school office. Minutes will form part of the full GB meeting distributable items.	Clerk School Office
HT report	Report prepared by HT for full GB meeting. This will be distributed by the head prior to the meeting.	HT
Committee Agendas	To be prepared by the HT in conjunction with the committee and the SLT. These will be sent to all committee members prior to the meeting.	HT
Committee Minutes	PA to the head will draft the minutes for all committees. These will be distributed by the PA. These will be filed in the head office.	PA to the head

	<p>A copy will be distributed at the full GB meetings.</p> <p>Copy will be signed at the next meeting by the chair of the committee.</p>	
Committee Terms of Reference	<p>School office will hold the TOR.</p> <p>These will be reviewed at committee meetings.</p>	<p>COG School</p>
Policies	<p>Governors will be given a list of all school policies and statutory documents and their last review date.</p> <p>HT to maintain and update when necessary.</p> <p>All policies can be accessed on the website and the governors secure site (using your log-on details).</p> <p>Hard copies are kept in the Heads office.</p>	<p>HT</p>
Governor visit Form	<p>To be completed by the visiting governor.</p> <p>Paper copy filed in the heads office.</p>	<p>Visiting Governor</p>

APPENDIX D



The role of the governor with responsibility for Safeguarding and Children in Care

The core function of the governing body:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

The governor will:

- Monitor the policies relating to safeguarding
- Check the Single Central Record is compliant on a monthly basis and sign it off
- Check that records for children on a plan or in care have their records stored securely
- Check that all staff records are compliant
- Monitor the way in which all staff report concerns and that these are addressed without delay by senior staff
- Liaise with the Designated Safeguarding Lead to ensure that the school's preventative work is ongoing
- Be familiar with the safeguarding expectations of OFSTED
- Monitor the training received by all staff relating to safeguarding
- Talk to children about feeling safe, including Team Safeguarding Voice
- Survey parents about how safe they feel their child is at Holmer Lake Primary School
- Monitor the quality of the taught and hidden curriculum relating to safeguarding

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that pupils are safeguarded within the agreed timescales

Signed.....
.....

Headteacher.....
.....



The role of the governor with responsibility for behaviour and safety

The core function of the governing body:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

The governor will:

- Monitor the policies relating to behaviour
- Check that records for reportable behaviour are in place and up to date
- Monitor the way in which all staff report behaviour concerns and how senior staff support these concerns and deal with them
- Be familiar with the behaviour and safety expectations of OFSTED
- Monitor the training received by all staff relating to managing behaviour
- Talk to children about behaviour in school, including the classroom and playground
- Survey parents about the provision at playtime and lunchtime

- Monitor the quality of the taught and hidden curriculum relating to behaviour
- Visit the school to look at the behaviour at playtimes, lunchtimes, moving around school
- Monitor the use of exclusions and modified timetables
- Talk to pupils about Building Learning Power and how well they know themselves as learners
- Look at pupil books for evidence of BLP
- Talk to staff about behaviour for learning and look at learning environments
-

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that pupil behaviour and behaviour for learning is outstanding within the agreed timescales

Signed.....

.....

Headteacher.....

.....



The role of the governor with responsibility for Spiritual, Moral, Social and Cultural Education (SMSC)

The core function of the governing body:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

The governor will:

- Monitor the policies relating to SMSC
- Carry out an audit of SMSC
- Monitor planning with subject leaders to identify the opportunities for SMSC across the curriculum
- Ensure that the taught curriculum prepares children for life in modern Britain by teaching British values
- Monitor assemblies for SMSC
- Talk to pupils about what they understand about being British
- Carry out a learning walk to establish how well embedded is across the school – look at displays, talk to children, the relationship between staff and pupils, the pride of work in books and the quality of marking
- Be familiar with the SMSC expectations of OFSTED
- Monitor the training received by all staff relating to SMSC
- Survey pupils and parents using the SMSC questionnaires
- Monitor the quality of the taught and hidden curriculum relating to SMSC against the OFSTED criteria with a senior member of staff

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that pupil needs are met with regard to SMSC within the agreed timescales

Signed.....

Headteacher.....



The role of the governor with responsibility for Performance Management

The core function of the governing body:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

The governor will:

- Monitor the policies relating to Performance Management and Appraisal
- Appoint an external adviser to support with the process of Headteacher Performance Management
- Hold the Headteacher to account, with termly review meetings
- Use the evidence shared during review meetings to make an informed judgement as to whether or not the objectives have been met
- Work with the external adviser to set objectives linked to school improvement and review these objectives against the success criteria set
- Advise Payroll and People Services of any pay award linked to performance
- Hold the Headteacher to account for the appraisal of all teaching staff and ensuring that the Deputy Headteacher carries out the appraisal of all support staff

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that Headteacher performance Management is completed within the agreed timescales

Signed.....
.....

Headteacher.....
.....



The role of the governor with responsibility for Early Years Foundation Stage(EYFS)

The core function of the governing body:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

The governor will:

- Monitor the policies relating to EYFS
- Check that daily risk assessments are in place for indoor and outdoor learning
- Work with the EYFS Lead to establish an understanding of the expectations of the EYFS curriculum
- Monitor the use of the indoor and outdoor learning environment
- Monitor the progress of pupils from entry into EYFS and on exit from EYFS
- Monitor the percentage of pupils with a Good Level of Development by the end of EYFS
- Talk to pupils about what they have learnt at school, what they can do now that they couldn't do when they entered school
- Review the progress of pupils in EYFS who belong to different groups across school

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that pupils' needs in EYFS are met within the agreed timescales

Signed.....
.....

Headteacher.....
.....



The role of the governor with responsibility for SEND

The core function of the governing body:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

The governor will:

- Monitor the policies relating to SEND
- Monitor school offer on the school website
- Liaise with the SENCo to discuss the number of pupils receiving school support and the interventions in place
- Monitor the school's use of SEND professionals for assessment, guidance and support
- Be familiar with the SEND expectations of OFSTED
- Monitor the training received by all staff relating to SEND
- Talk to children about how their work is differentiated to meet their needs
- Survey parents about how safe they feel about the provision of SEND at Holmer Lake Primary School
- Monitor the quality of the taught curriculum for pupils with SEND

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that pupils with SEND have their needs met within the agreed timescales

Signed.....
.....

Headteacher.....
.....



The role of the governor with responsibility for monitoring the website

The core function of the governing body:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

The governor will:

- Monitor the website using the most up to date audit tool on the DfE website
- Feedback the strengths and areas for development to senior leaders
- Survey parents and pupils about how user friendly the website is
- Monitor the blogs for each class to ensure that there is equality of opportunity for every child to showcase their work
- Suggest aspects of the website which can be improved or added to

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that the school website is compliant within the agreed timescales

Signed.....
.....

Headteacher.....
.....



The role of the governor with responsibility for Health and Safety

The core function of the governing body:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

The governor will:

- Monitor the policies relating to health and safety
- Check the Single Central Record is compliant on a monthly basis and sign it off
- Survey parents about how safe they feel their child is at Holmer Lake Primary School in terms of the premises and security of the site
- Monitor the risk assessments carried out for educational visits, daily risk assessments for the playground and school building, individual pupils and other activities
- Monitor the health and safety audit, meet with the LA lead when they feed back on the strengths and areas for development
- Monitor how pupils move around school and on the playground
- Monitor the accidents in the First Aid book, are there key areas on the playground where there are repeated accidents?
- Monitor health and safety training to ensure that it is up to date; including safeguarding training, education visits, the manager's role in health and safety

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that health and safety is compliant within the agreed timescales

Signed.....

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Headteacher.....

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The role of the governor with responsibility for understanding the strengths and weaknesses of school evaluation

The core function of the governing body:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

The governor will:

- Monitor the policies relating to teaching and learning
- Review external and historic data, including the summary report to governors, RAISE online and the Data Dashboard,
- Review internal and current data with a senior member of staff, identifying trends, linked to pupil groups
- Review assessment systems for EYFS, KS1 and KS2
- Analyse and synthesise data with a senior member of staff or subject leader to look at trends within cohorts and pupil groups
- Monitor the progress of disadvantaged pupils in comparison to those pupils not in receipt of PPG
- Monitor the progress and achievement of all groups
- Monitor the attendance of all groups of pupils

- Contribute to the school's self-evaluation, Raising Attainment Plan (RAP) and School Development Plan
- Review progress towards OFSTED key issues, summary report development points and RAP priorities
- Articulate findings to the full governing body

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that all governors have a clear view of the school's strengths and weaknesses within the agreed timescales

Signed.....

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Headteacher.....

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The role of the governor with responsibility for understanding the strengths and weaknesses of school monitoring

The core function of the governing body:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

The governor will:

- Monitor the quality of teaching and learning alongside the policy

- Review the philosophy for learning – Building Learning Power (BLP) and SOLO Taxonomy alongside teaching and learning policy and school vision.
- Monitor the progress and attainment against age related expectations in books with a senior member of staff
- Work with subject leaders to monitor the standards in foundation subjects and assess if these match those in core subject books
- Talk to children – about their learning evidenced in books, BLP and SOLO Taxonomy
- Contribute to the school’s self-evaluation, Raising Attainment Plan (RAP) and School Development Plan
- Review progress towards OFSTED key issues, summary report development points and RAP priorities
- Survey parents and pupils about the quality of learning within the school using formats designed for parents’ evening
- Articulate findings to the full governing body

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that all governors have a clear view of the school’s strengths and weaknesses within the agreed timescales

Signed.....
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Headteacher.....
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The role of the governor with responsibility for Financial Management

The core function of the governing body:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and

3. Overseeing the financial performance of the school and making sure its money is well spent.

The governor will:

- Monitor the policies relating to finance
- Work with the Headteacher and Finance Officer to set and monitor the budget plan
- Ensure that audit outcomes are reviewed regularly and systems kept up to date and in place
- Monitor the spending of the Pupil premium Grant and the impact of the spending on pupil attainment and progress
- Work with the Administrator to write bids for grants for the school
- Monitor the spending of the School Sports Grant and the impact this has had on the take up of after school and lunchtime clubs and participation in sport.
- Attend training to support the role of financial management
- Articulate the outcomes to Committee 2 and the full governing body

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that financial probity is a strength of the school

Signed.....
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Headteacher.....
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The role of the governor with responsibility for engaging all key stakeholders

The core function of the governing body:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

The governor will:

- Monitor the school prospectus
- Liaise with the governor responsible for monitoring the school website to look at the quality of information shared with parents
- Monitor the equality of opportunity for all parents with regard to the school blogs
- Survey parents on the communication between school and home
- Monitor the frequency of parents invited into classes and into school to share their children's learning through workshops and Subject Leader days
- Liaise with Subject Leaders on the themed days, involving parents which they are hosting
- Be familiar with the expectations of OFSTED relating to parents
- Monitor the involvement of the school with governors and the local community

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that pupils are safeguarded within the agreed timescales

Signed.....
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Headteacher.....
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