



HILLCREST SCHOOL

GOVERNOR RESOURCE FILE

VERSION AT SEPTEMBER 2016

(REVIEW DATE SEPTEMBER 2017)

1.1 WELCOME

GOVERNOR RESOURCE FILE

The information within this file is a guide to Governors and education leaders within the context of overall leadership and management at Hillcrest School.

The information has been collated following a review of our governance structures within the context of Lord Nash's work with the Department of Education. (November 2015).

For schools, Governors' functions are defined in law and detailed in the Governance Handbook. www.gov.uk. We are committed to the highest standards within leadership and management. We believe Governors support the drive for excellence within our service.

They have a key role in keeping governance focused on three core strategic functions

- setting vision, ethos and strategic direction
- holding school leaders to account for the performance of students and the performance management of staff
- ensuring finances and resources are well spent and used.

This file has been organised into distinct sections to aid access and provide a consistent approach to governance.

The file is a 'working document', which will be reviewed at least annually. In the interim, any changes to content will be advised by email.

Should you have any query on the content of your file or see scope for its improvement then please contact Paula Brown, Clerk to the Governors, whose contact details are shown at 1.4.

Joyce Reid
Chair
Governing Body

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1.3 ACRONYMS

ACRONYM	DEFINITION
ASD	Autistic Spectrum Disorder
CDP	College Development Plan
CPD	Continuing Professional Development
CQC	Care Quality Commission
DfE	Department of Education
EFA	Education Funding Agency
EYFS	Early Years Foundation
GB	Governing Board
FLSE	Federation Leaders Special Education (Regional Schools Support Network)
JGB	Joint Governing Body
LA	Local Authority
LAC	Looked After Children
NASS	National Association of Special Schools
NCS	Northern Counties School
OFSTED	Office for Standards in Education
PESTLE	Political, Economic, Socio-Demographic, Technological, Legal and Environmental Analysis
QA	Quality Assurance
Rem Com	Remuneration Committee
SAR	Self-Assessment Report
SchNE	Schools North East (Regional School Support Network)
SDP	School Development Plan
SEF	Self-Evaluation Form
SEND	Special Education Needs and Disability
SIP	School Improvement Plan
SRE	Sex and Relationship Education
SSA	Special Support Assistant
SWOT	Strengths, Weaknesses, Opportunities and Threats
TS	Teaching School

1.4 THE ROLE OF THE CLERK TO THE GOVERNORS

1.4.1 Paula Brown is the Clerk to the Governors for Hillcrest School

1.4.2 Paula's contact details are:

Email: paula.brown@northumberland.gov.uk

Tel: 01670 623608

1.4.3 The Clerk to the Governors has two main functions:

- An advisory role, offering advice on governance legislation and procedural matters;
- A support administrative role

1.4.4 The Clerk to the Governors has an important part to play in the effectiveness of the Governing Body and as a consequence works in partnership with the Chair and Governors of School thus making sure the Governors work is well organised and managed.

1.4.5 The Clerk to the governors should have the necessary skills and expertise to give the Governing Body efficient administrative support and may also be required to provide the Governing Body with impartial advice and guidance on procedures; and the Governors duties and powers within the context of the Schemes of Delegation.

1.4.6 The Clerk to the Governors is accountable to the Governing Body. The Governing Body cannot delegate its responsibilities to the Clerk of Governors. The Clerk to Governors is expected to support the functions and governance across the school as part of the school's wider approach to good governance.

Code of Conduct

Hillcrest School Governing Body

This code sets out the expectations on and commitment required from us as school governors, in order for the governing board to properly carry out its work within the school and the community.

The Governing Board has the following core strategic functions:

Establishing the strategic direction, by:

- - Setting the vision, values, and objectives for the school(s)/trust
- - Agreeing the school improvement strategy with priorities and targets
- - Meeting statutory duties

Ensuring accountability, by:

- - Appointing the head teacher
- - Monitoring progress towards targets
- - Performance managing the head teacher
- - Engaging with stakeholders
- - Contributing to school self-evaluation

Ensuring financial probity, by:

- - Setting the budget
- - Monitoring spending against the budget
- - Ensuring value for money is obtained
- - Ensuring risks to the organisation are managed

As Individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and the role of the head teacher.
- We accept that we have no legal authority to act individually, except when the 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 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 we will follow the procedures established by the governing board.
- We will actively support and challenge the head teacher.

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 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 arranged in advance with the head teacher and undertaken within the framework established by the governing board.
- 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, attendance records, relevant business and pecuniary interests, 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 will be collected and logged on the DfE's national database of governors (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
- 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 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 board meeting.
- We will not reveal the details of any governing board vote.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing 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 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.

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

The Seven Principles of Public Life

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 has been adopted by the Governing Board of Hillcrest School on 28 November 2016.

Signed

Joyce Reid
Chair of Governors

2.0 INDUCTION

2.1 It is vital new Governors feel welcomed into the school community and have the necessary information and support to fulfil their role with confidence. To help with this, new Governors will be allocated a Support Governor.

The initial Support Governor will ensure new Governors understand the roles of Governors within the context of the Governing Body's responsibility.

The Clerk to Governors (Paula Brown) is also available to support the introduction of new recruits to their Governing Body.

Name of Governor.....

Initial Support Governor.....

2.2 INDUCTION CHECKLIST

This model checklist is not exhaustive, but gives examples of the key information and support new Governors should receive.

ACTIVITY	BY WHOM	WHEN	COMPLETED
Send Welcome Letter	Clerk to Governors	On appointment	
Meet the Chair and key staff for briefing and tour of the school	Chair Clerk to governors	Within 1 week	
Ensure new Governor receives: <ul style="list-style-type: none"> • School contact details • List of Governors with contact details • A list of school staff • A map of the school • Calendar of Governing Board meetings (including committees) membership and terms of reference • Calendar of school events and term dates • School Prospectus (or link to information online) • Most recent OFSTED report (or link to information online) • School Evaluation of Assessment Report and Improvement/ Development Plan • Minutes of last GB and committee meetings • School Newsletter • School Visits Policy • Code of Conduct for Governors • Staffing Structure • Budget information • DFE website details • Key website and log in details 	Chair Clerk to Governors	Within 2 weeks of appointment	
Complete Governor skills audit to identify training needs.	Chair	1 month	
Declaration of business interests.	Clerk to Governors	First GB meeting	
Support new Governor through their first GB meeting, to enable them to ask questions and understand the issues/any jargon.	Clerk to Governors	First GB meeting	
Have the opportunity to review their first term and discuss further areas for development.	Chair Clerk to Governors	End of first term of appointment	
Initial visit to school using questions listed at Section 2.3	School Head	Within first term	

2.3 QUESTIONS TO ASK AT INDUCTION

Suggested questions for newly recruited Governors to ask when visiting School

CURRICULUM

How is the national curriculum covered?

What proportion of time is spent on the various subjects?

How far does the curriculum extend beyond the national curriculum?

What are the arrangements for personal or social education?

What is the Governing Body's policy on sex and relationship education (SRE)?

What are the arrangements for collective worship?

What is done by way of trips and visits during school hours?

What does the school do to secure equality ?

EXTRA-CURRICULAR ACTIVITIES

What happens during the midday break?

How are pupils supervised?

What are the catering and eating arrangements?

What clubs and similar voluntary activities are there at midday and after school?

RESOURCES

How does the Governing Body determine the allocation of the school budget-or those parts for which it is responsible?

How does the Governing Body assure the school resources are used efficiently?

In what respect, if any, are resources inadequate?

STAFFING

What is the current complement of teaching/therapy and non-teaching staff, full time and part-time?

Are there vacancies?

How successful is recruitment?

What succession plans are in place?

How are staff encouraged to take responsibility?

WORKFORCE DEVELOPMENT

What is the age structure, gender balance, ethnic composition and length of service pattern of the staff?

How high is staff turnover? What is the salary structure?

How does the Governing Body apply Performance Management and use its discretion on pay?

What are the Governing Body's staffing responsibilities?

What are the arrangements for discharging them, particularly on staff promotion, election, pay, discipline, grievance and dismissal?

What is the school's management structure?

What are the staff appraisal arrangements?

EVALUATION AND IMPROVEMENT PLAN

Is there a school Self-Evaluation/Assessment Report and Improvement Plan?

How is the plan prepared, approved and revised?

How does the plan feed into the Governing Body's work?

PREMISES

Are the premises fit for the purposes of the school?

Is there too little space in any respect or more than is strictly needed?

Is the layout functional?

Would it be practical to improve it?

Is the condition of the buildings, services, PE facilities and the playground acceptable?
What about the standard of decoration, vandalism, graffiti?

Is the building visitor friendly?

Is it adequately signposted?

WELFARE AND DISCIPLINE

What is the pupil attendance record?
What are the arrangements for securing good pupil attendance?
What are the pupil welfare arrangements?
Is there a written policy or code on pupil behaviour and discipline?
How effectively are good standards of behaviour secured, e.g. in relation to disruption, bullying, and racial and sexual harassment?
What are the arrangements if child abuse is suspected?
How is compliance with the law on health and safety of staff, pupils and visitors ensured?
ADMISSIONS
What is the broad ethnic composition of the pupils? Explain SEND populations, Looked After Children, Pupil Premium?
What are the arrangements for liaison with receiving/feeder schools?
What are the school's admission arrangements?
What are the arrangements for showing the school to the parents of prospective pupils?
PARENTS
How does the school communicate with parents?
How are Parents encouraged to be involved in the day to day activities in the school?

2.4 Governor Skills Audit

Skills Audit – Hillcrest School Governing Body 2016 – 2017	Questions to consider
<p>Level of experience/skill - 1=none, 5=extensive</p> <p>A D denotes skill that is desirable to have in the governing body and an E denotes a skill that is essential within the governing body</p>	<p>Do these responses match expectations? Are there any implications?</p>

	Desirable or Essential	Governor:
Essential for all governors		
Commitment to improving education for all pupils	E	
Ability to work in a team and take collective responsibility for decisions	E	
Willingness to learn	E	
Commitment to the school's vision and ethos	E	
Has basic literacy and numeracy skills	E	
Has basic IT skills (i.e. word processing and email)	E	
Should exist across the governing body		
Understanding/experience of governance		
Previous experience of being a board member in another sector or a governor in another school	D	
Experience of chairing a board/governing body or committee	D	
Experience of professional leadership	D	
Vision and strategic planning		
Understanding and experience of strategic planning	E	
Ability to analyse and review complex issues objectively	E	
Ability to identify problems	E	
Ability to propose and consider innovative solutions	E	
Experience reviewing the impact of new ideas and initiatives	D	
Ability to learn from failure	E	
Ability to make difficult decisions in the best interests of pupils	E	
Change management (e.g. overseeing a merger or an organisational restructure, changing careers)	D	
Understanding of current education policy	E	
Holding the Head to account		
Communication skills, including being able to discuss sensitive issues tactfully	E	
Ability to analyse data	E	
Ability to question and challenge	E	
Experience of project management	D	
Performance management/appraisal of someone else	E	
Experience of being performance managed/appraised yourself	D	

Financial oversight		
Financial planning/management (e.g. as part of your job)	E	
Experience of procurement/purchasing	D	
Experience of premises and facilities management	D	
Knowing your school and community		
Links with the community	D	
Links with local businesses	D	
Knowledge of the local/regional economy	E	
Working or volunteering with young people (e.g. teaching/ social work/ youth work/ sports coaching/ health services for young people)	D	
Understanding of special educational needs	E	

2.5 KEY RESPONSIBILITIES - GOVERNING BODY

DIVISION OF RESPONSIBILITIES

Area	Governing Board (GB)	Senior Leadership Team (SLT)
Overall responsibilities	<ul style="list-style-type: none"> • Setting vision, ethos and strategic direction • Holding school leaders to account for the performance of students and the performance management of staff • Ensure finances and resources are well spent and used. 	<ul style="list-style-type: none"> • Determines the aims, vision, ethos and priorities of the school • Runs the school on a daily basis • Advises GB and is main influence over the GB's decisions • Ensure communication of vision/values cascades to all staff
Planning, policy making and performance	<ul style="list-style-type: none"> • Involved in planning discussions and decisions through its committees • Agrees the final school improvement plan (SIP) • Considers monitoring and evaluation processes of plan • Ratifies whole school policies 	<ul style="list-style-type: none"> • Senior leadership team (SLT) does the detail of formulating the plan • Drafts the detailed action plans, success criteria, time lines and costs
Curriculum	<ul style="list-style-type: none"> • Determines curricular policy and agrees the curriculum • Visits provision and reports on curriculum 	<ul style="list-style-type: none"> • Supplies the information and advice to produce the curriculum plan
Staffing	<ul style="list-style-type: none"> • Agrees the complement of staff • Agrees the proportion of the overall budget to be spent on staff 	<ul style="list-style-type: none"> • Draws up the initial staffing plan based on the school's needs • Advises on pay increases, staffing structures
Appointments	<ul style="list-style-type: none"> • Responsible for the appointment of Head Teacher 	<ul style="list-style-type: none"> • Delegated responsibility for the appointment process e.g. draws up job descriptions, organises the timetable • Manages induction and probation period
Finance	<ul style="list-style-type: none"> • Responsible for approving and monitoring the budget • Monitors the school financial management 	<ul style="list-style-type: none"> • Produces the budget headings • Manages the school spending within policy

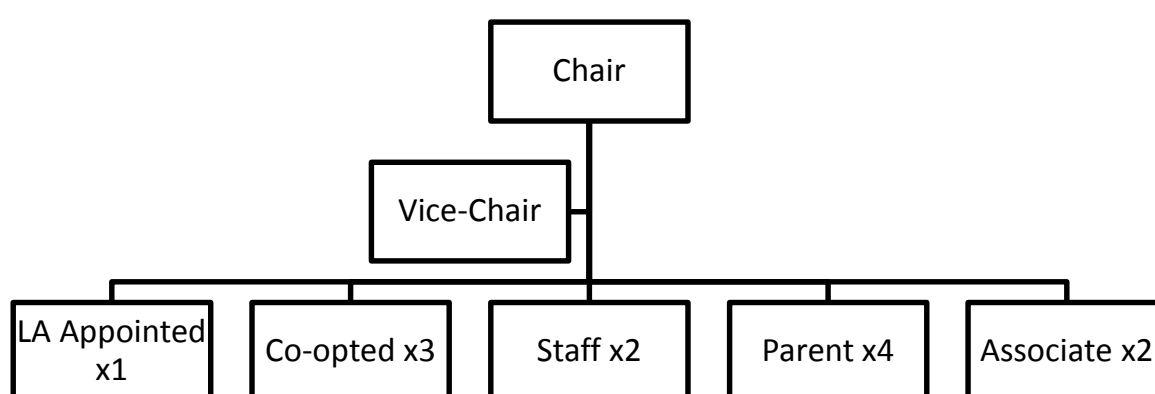
Salaries	<ul style="list-style-type: none"> • Determines salary levels for Senior Leadership Team • Ratifies the statutory pay policy 	<ul style="list-style-type: none"> • Salary reviews and recommendations are made through appraisals
Personnel	<ul style="list-style-type: none"> • Involved in supporting personnel issues with advice from HR 	<ul style="list-style-type: none"> • Day-to-day management of staff • Workforce development planning into operation

3.0 CONTEXT AND BACKGROUND

This section gives the context for the work of the Governing Body:

3.1 SCHEME OF GOVERNANCE

3.2 Structure, Roles, and Responsibilities



3.1 SCHEME OF GOVERNANCE

INTRODUCTION

The school is accountable to external government agencies including the Department for Education (including any successor bodies) for the quality of the education they provide and are required to have systems in place through which they can assure themselves of quality, safety and good practice. In order to discharge these responsibilities, they appoint suitable people as Governors to serve Governing Body which has been established to ensure the good governance of the School.

This Scheme of Governance explains the ways in which the Governing Body fulfil their responsibilities for the leadership and management of the School, the respective roles and responsibilities of School Governors and the commitments given to each other to ensure the success of the School.

This Scheme of Governance has been put in place by the Governing Body from the Effective Date in accordance with the provisions of the Articles of Association (the “Articles”) and it should be read in conjunction with those Articles.

ETHOS AND MISSION STATEMENT

We believe in, and strive to create, a community of learners where everyone feels valued in a welcoming, supportive and safe environment, based on unconditional positive regard.

When students leave Hillcrest School they should be respectful, resilient, confident, responsible, ambitious, independent, successful and a life-long learner.

Our Aims

- ❖ To provide the highest standards of teaching and learning through setting challenging educational experiences that recognise everyone’s potential, develop from their needs and builds on their success.
- ❖ To encourage a community of learners with positive attitudes to learning.
- ❖ To promote an atmosphere of mutual respect, where students have a voice in the school and their views are shared and listened to.
- ❖ To encourage high standards of behaviour where pupils take responsibility for their behaviour.
- ❖ To build a strong partnership with parents.
- ❖ To maximise all available opportunities to build strong links within our local community.

CONSTITUTION OF THE GOVERNING BODY

Members of the Governing Body

The number of people who shall sit on the Governing Body shall be not less than ten
The Governing Body shall have the following members:-

- At least two members who will take up the position of Chair and Vice Chair
- At least one member nominated by the Local Authority
- Up to two staff members, to include one member elected by teachers/non teaching staff at the school elected from among their number
- At least three members, up to a maximum of four, elected by or appointed to represent parents of children at the school being, if not such a parent with a child of compulsory school age.
- The School Governing Body may also have up to four co-opted members appointed who can add value to the Governing Body
- Associate members may be appointed who can add value to the Governing Body. Associate members are not entitled to vote.

Appointment of members of the Governing Body

The Governing Body may appoint persons to serve on the Governing Body, in relation to ensuring the people serving on the Governing Board between them have an appropriate range of skills and experience and due attention is given to succession planning.

The Governing Body shall make all necessary arrangements for, and determine all other matters relating to, an election of the parent members. Any election of persons who are to be the parent members of the Governing Board which is contested shall be held by secret ballot.

Where a vacancy for a parent member of the Governing Body is required to be filled by election, the Governing Body shall take such steps as are reasonably practical to secure every person who is known to them to be a parent of a registered pupil at the School is informed of the vacancy and that it is required to be filled by election, informed he/she is entitled to stand as a candidate, and vote at the election, and given an opportunity to do so.

Term of office

The term of office for any person serving on the Governing Body shall be four years. Subject to remaining eligible to be a particular type of member on the Governing Board, any person may be re-appointed or re-elected (including being "Co-opted" again) to the Governing Body.

Resignation and removal

A person serving on the Governing Body shall cease to hold office if they resign their office by notice to the Governing Body

If any person who serves on the Governing Board in their capacity as an employee at the School ceases to work at the School then they shall be deemed to have resigned and shall cease to serve on the Governing Body automatically on termination of their work at the School.

Where a person who serves on the Governing Body resigns their office or is removed from office, that person or, where they are removed from office, those removing the person, shall give written notice thereof to the Governing Body.

Disqualification of members of the Governing Body

No person shall be qualified to serve on the Governing Body unless he/she is aged eighteen or over at the date of his/her election or appointment. No current pupil of the School shall be entitled to serve on the Governing Body.

A person serving on the Governing Body shall cease to hold office if he/she becomes incapable by reason of mental disorder, illness or injury of managing or administering his/her own affairs.

A person serving on the Governing Body shall cease to hold office if he/she is absent without the permission of the Chair of the Governing Board from all the meetings of the Governing Body held within a period of twelve months and the Governing Body resolves that his/her office be vacated.

A person shall be disqualified from serving on the Governing Body if:-

His/her estate has been sequestered and the sequestration has not been discharged, annulled or reduced, or he/she is the subject of a bankruptcy restrictions order or an interim order.

A person shall be disqualified from serving on the Governing Body at any time when he/she is:

- included in the list kept by the Secretary of State under section 1 of the Protection of Children Act 1999, or
- disqualified from working with children in accordance with Section 35 of the Criminal Justice and Court Services Act 2000, or
- barred from regulated activity relating to children (within the meaning of section 3(2) of the Safeguarding Vulnerable Groups Act 2006).
- A person shall be disqualified from serving on the Governing Body if he/she is a person in respect of whom a direction has been made under section 142 of the Education Act 2002 or is subject to any prohibition or restriction which takes effect as if contained in such a direction.
- A person shall be disqualified from serving on the Governing Body where he/she has, at any time, been convicted of any criminal offence, excluding any spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine.

All members of the Governing Body will be subject to a DBS Disclosure and Barring check at an enhanced disclosure level under section 113B of the Police Act 1997. In the event the certificate discloses any information which would in the opinion of the Chair of the School Governing Body confirm their unsuitability to work with children that person shall be disqualified. The determination of the Chair shall be final.

Where a person becomes disqualified from serving on the Governing Body; and he/she was, or was proposed, to so serve, he/she shall upon becoming so disqualified give written notice to the Governing Body. In the situation where the

Governor is disqualified they will be required to resign with immediate effect.

GOVERNOR BODY POWERS

General Provisions

In general terms, the responsibility of the Governing Body in so far as the business of the School is concerned is to determine the policy and procedures of the School and to consider and respond to strategic issues.

Ethos and Values

The Governing Body shall be responsible for ensuring the School is conducted in accordance with its ethos and values

Finance

The Governing Board shall ensure proper procedures are put in place for the safeguarding of funds.

Resources

Staff

The Governing Body shall:-

- comply with all policies dealing with staff
- take account of any pay terms
- adopt any standard contracts or terms and conditions for the employment of staff
- manage any claims and disputes with staff members having regard to any advice and recommendations given by Human Resources at County Hall.

The Governing Body shall ensure the performance management of all staff is in place supported by procedures for the proper professional and personal development of staff.

Curriculum and Standards

The Governing Body shall be responsible for the standards achieved by the School and the pupils attending the School.

Any decision to expand or vary the nature of the School shall be that of Governing Body.

Regulatory Matters

The responsibility for the satisfaction and observance of all regulatory and legal matters shall be by the Governing Body

Operational Matters

The Governing Body shall comply with the obligations set out in Appendix 1 which deals with the day to day operation of the Governing Board.

The Governing Body will adopt and will comply with all policies of the Local Authority

All members of the Governing Body have a duty to act independently and not as agents of those who may have appointed them and will act with integrity, objectivity and honesty in the best interests of the School and shall be open about decisions and be prepared to justify those decisions except in so far as any matter may be considered confidential.

The Governing Body will review its policies and practices on a regular basis, in order to ensure the governance of the School is best able to adapt to the changing political and legal environment.

The Governing Body shall provide such data and information regarding the business of the School and the pupils attending the School as may require from time to time.

The Governing Body shall submit to any inspections deemed necessary.

The Governing Body shall work closely with and shall promptly implement any advice or recommendations made by the Local Authority in the event that intervention is either threatened or is carried out by the Ofsted.

FUNCTIONING OF THE GOVERNING BODY

Chairman and Vice-Chairman of the Governing Body

The Governing Body will elect a Chairman and a Vice-Chairman from among their number. A person who is employed by the School will not be eligible for election as Chairman or Vice-Chairman.

The Chairman or Vice-Chairman shall hold office as such until his/her successor has been elected in accordance with this clause 1.

The Chairman or Vice-Chairman may at any time resign his/her office by giving notice in writing to the Governing Body. The Chairman or Vice-Chairman shall cease to hold office if:

- He/she ceases to serve on the Governing Body
- He/she is removed from office in accordance with this Scheme of Governance
- in the case of the Vice Chairman, he/she is elected in accordance with this Scheme of Governance to fill a vacancy in the office of Chairman.

Where the Chairman is absent from any meeting or there is at the time a vacancy in the office of the Chairman, the Vice-Chairman shall act as the Chair for the purposes of the meeting.

Where the Vice-Chairman is also absent from the meeting or there is at the time a vacancy in the office of Vice-Chairman, the members of the Governing Board shall elect one of their number to act as a Chairman for the purposes of that meeting,

Any election of the Chairman or Vice-Chairman which is contested shall be held by secret ballot.

The Chairman or Vice-Chairman may only be removed from office by the Governing Body in accordance with this Scheme of Governance.

A resolution to remove the Chairman or Vice-Chairman from office which is passed at a meeting of the Governing Body shall not have effect unless:

- it is confirmed by a resolution passed at a second meeting of the Governing Body held not less than fourteen days after the first meeting, and
- the matter of the Chairman's or Vice-Chairman's removal from office is specified as an item of business on the agenda for each of those meetings.

Before a resolution is passed by the Governing Body at the relevant meeting as to whether to confirm the previous resolution to remove the Chairman or Vice-Chairman from office, the person or persons proposing his/her removal shall at that meeting state their reasons for doing so and the Chairman or Vice-Chairman shall be given an opportunity to make a statement in response.

Conflicts of Interest

Any member of the Governing Body who has or can have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his/her duties as a member of the Governing Body shall disclose that fact to the Governing Body as soon as he/she becomes aware of it. A person must absent himself from any discussions of the Governing Body in which it is possible a conflict will arise between his/her duty to act solely in the interests of the School and any duty or personal interest (including but not limited to any Personal Financial Interest).

The Minutes

The minutes of the proceedings of a meeting of the Governing Body shall be drawn up and kept for the purpose by the person authorised to keep the minutes of the Governing Body; and shall be signed (subject to the approval of the members of the Governing Body) at the same or next subsequent meeting by the person acting as Chairman thereof. The minutes shall include a record of:

- all appointments of officers made by the Governing Body, and
- all proceedings at meetings of the Governing Body and of committees of the Governing Body including the names of all persons present at each such meeting.

Committees

Subject to this Scheme of Governance, the Governing Body may establish any subcommittee. The constitution, membership and proceedings of any subcommittee shall be determined by the Governing Body. The establishment, terms of reference, constitution and membership of any subcommittee shall be reviewed at least once in every twelve months. The membership of any subcommittee may include persons who do not also serve on the Governing Body, provided that a majority of

the members of any such subcommittee shall be members of the Governing Body. The Governing Body may determine some or all of the members of a subcommittee who do not serve on the Governing Body shall be entitled to vote in any proceedings of the subcommittee. No vote on any matter shall be taken at a meeting of a subcommittee unless the majority of members of the subcommittee serve on the Governing Body.

Delegation

The Governing Body may delegate to any person serving on the Governing Body, committee, such of their powers or functions as they consider desirable to be exercised by them. Any such delegation may be made subject to any conditions the Governing Board may impose and may be revoked or altered.

Where any power or function of the Governing Body is exercised by any subcommittee, that person or subcommittee shall report to the Governing Body in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the Governing Body immediately following the taking of the action or the making of the decision.

Meetings of the Governing Body

The Governing Body shall meet at least three times in every school year. Meetings of the Governing Body shall be convened by the Clerk to the Governors. In exercising his/her functions under this Scheme of Governance the Clerk shall comply with any direction:

- given by the Governing Body, or
- given by the Chairman of the Governing Body or, in his/her absence or where there is a vacancy in the office of Chairman, the Vice-Chairman of the Governing Body.

Any three members of the Governing Body may, by notice in writing given to the Clerk, requisition a meeting of the Governing Body; and it shall be the duty of the Clerk to convene such a meeting as soon as is reasonably practicable.

Each member of the Governing Body shall be given at least seven clear days before the date of a meeting:

- notice in writing thereof, signed by the Clerk, and sent to each member of the Governing Body at the address provided by each member from time to time, and
- a copy of the agenda for the meeting; provided that where the Chairman or, in his/her absence or where there is a vacancy in the office of Chairman, the Vice-Chairman, so determines on the ground that there are matters demanding urgent consideration, it shall be sufficient if the written notice of a meeting, and the copy of the agenda thereof are given within such shorter period as he/she directs.

The convening of a meeting and the proceedings conducted there at shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda thereof.

A resolution to rescind or vary a resolution carried at a previous meeting of the Governing Body shall not be proposed at a meeting of the Governing Body unless the consideration of the rescission or variation of the previous resolution is a specific item of business on the agenda for that meeting.

A meeting of the Governing Body shall be terminated forthwith if:

- the members of the Governing Body so resolve, or
- the number of members present ceases to constitute a quorum for a meeting of the Governing Body

Where a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Clerk of Governors as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.

Where the Governing Body resolves to adjourn a meeting before all the items of business on the agenda have been disposed of, the Governing Body shall before doing so determine the time and date at which a further meeting is to be held for the purposes of completing the consideration of those items, and they shall direct the Clerk to convene a meeting accordingly.

The quorum for a meeting of the Governing Body, and any vote on any matter there at, shall be half plus one of the members of the Governing Body, (rounded up to a whole number) of the total number of persons holding office on the Governing Body at the date of the meeting. In addition the Chair or Vice Chair must be present to be quorate.

The Governing Body may act notwithstanding any vacancies on its board, but, if the numbers of persons serving is less than the number fixed as the quorum, the continuing persons may act only for the purpose of filling vacancies or of calling a general meeting.

The quorum for the purposes of:-

- appointing a parent member
- any vote on the removal of a person in accordance with this Scheme of Governance
- any vote on the removal of the Chairman of the Governing Body

shall be half plus one (rounded up to a whole number) of the persons who are at the time persons entitled to vote on those respective matters and should include either the Chair or Vice Chair. Subject to this Scheme of Governance, every question to be decided at a meeting of the Governing Body shall be determined by a majority of the votes of the persons present and entitled to vote on the question. Every member of the Governing Body shall have one vote.

Where there is an equal division of votes, the Chairman of the meeting shall have a casting vote in addition to any other vote he/she may have.

The proceedings of the Governing Body shall not be invalidated by:

- any vacancy on the board, or
- any defect in the election, appointment or nomination of any person serving on the Governing Body.

A resolution in writing, signed by all the persons entitled to receive notice of a meeting of the Governing Body or of a subcommittee of the Governing Body, shall be valid and effective as if it had been passed at a meeting of the Governing Body or (as the case may be) a subcommittee of the Governing Body duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the members of the Governing Body and may include an electronic communication by or on behalf of the Governing Body indicating his/her agreement to the form of resolution providing that the member has previously notified the Governing Body in writing of the email address or addresses which the member will use.

The Governing Body shall ensure a copy of:

- the agenda for every meeting of the Governing Body
- the draft minutes of every such meeting, if they have been approved by the person acting as Chairman of that meeting
- the signed minutes of every such meeting, and
- any report, document or other paper considered at any such meeting are, as soon as is reasonably practicable, made available at the School to persons wishing to inspect them.

There may be excluded from any item required to be made available in pursuance of any material relating to:

- a named teacher or other person employed, or proposed to be employed, at the School
- a named pupil at, or candidate for admission to, the School, and
- any matter which, by reason of its nature, the Governing Body is satisfied should remain confidential.

If there are issues around the Governing Body being quorate any member of the Governing Body shall be able to participate in meetings of the Governing Body by telephone or video conference provided:-

- he/she has given notice of his/her intention to do so detailing the telephone number on which they can be reached and/or appropriate details of the video conference suite from which they shall be taking part at the time of the meeting at least 48 hours before the meeting, and
- the Governing Body has access to the appropriate equipment if after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference the meeting may still proceed with its business provided it is otherwise quorate.

Notices

Any notice to be given to or by any person pursuant to this Scheme of Governance (other than a notice calling a meeting of the Governing Body) shall be in writing or shall be given using electronic communications to an address for the time being notified for that purpose to the person giving the notice. In these Articles, "Address" in relation to electronic communications, includes a number or address used for the purposes of such communications.

A notice may be given by the Governing Body to its members either personally or by sending it by post in a prepaid envelope addressed to the member at his/her registered address or by leaving it at that address or by giving it using electronic communications to an address for the time being notified to the Governing Body by the member. A member of the Governing Body present, either in person or by proxy, at any meeting of the Governing Body shall be deemed to have received notice of the meeting and, where necessary, of the purposes for which it was called.

Proof that an envelope containing a notice was properly addressed, prepaid and posted shall be conclusive evidence the notice was given. Proof that a notice contained in an electronic communication was sent in accordance with guidance issued by the Institute of Chartered Secretaries and Administrators shall be conclusive evidence the notice was given. A notice shall be deemed to be given at the expiration of 48 hours after the envelope containing it was posted or, in the case of a notice contained in an electronic communication, at the expiration of 48 hours after the time it was sent.

3.2. STRUCTURE OF GOVERNANCE

Governor	Committee	Areas of strength	School Responsibility (suggested)
Paula Brown	Clerk	Human Resources County LEA	HR-LA liaison
Joyce Reid	Strategic & Resources	Knowledge of KS3/4 curriculum Health and Safety School Improvement Human Resources	HR-health and safety E-safety SRE/PSHE
Jacqueline Hall	Strategic & Resources	Knowledge of KS1 & KS2 curriculum Human Resources-PM, general policies and recruitment SEN Health and Safety	School Evaluation and SDP Careers 6 th Form Provision-ASDAN etc.
Andrea Mead	Strategic & Resources	ALL	LAC, Safeguarding
Nicholas Belcher	Strategic	Behaviour Teaching and Learning	Pupil Wellbeing Behaviour
Denise Atkinson	Resources	Financial Management Human Resources-recruitment and general	HR-staffing Attendance
Simon Hobson	Strategic	Safeguarding KS1 & KS2 curriculum	Safeguarding
Angela McIntyre	Resources	Human Resources – recruitment/interviewing, Performance Management, general Finance Marketing Project Management	Finance
Mark Phillips	Strategic	Behaviour Teaching and Learning- KS1-3, assessment, OFSTED Interventions School Improvement	Teaching and Learning Assessment and Attainment
Tracey Hawkins	Resources	Behaviour Interventions Human Resources Safeguarding	Pupil Wellbeing Behaviour
Alison Avery	Strategic	Behaviour management Interventions Pastoral Links with community and Ability to Play	6 th Form

4.0 GOVERNANCE

4.1 SIGNED FORM TO UPHOLD VALUES

**PLEASE TAKE A COPY OF THIS FORM AND SIGN AND RETURN TO
CLERK TO THE GOVERNORS**

4.1.1 INTRODUCTION

This document gives a written undertaking by Governors to the School that they will uphold the values and statutory duties. It outlines some of the main responsibilities of Governors, and the principles by which individual Governors will operate.

As a member of the Governing Body I accept the following principles and procedures:

4.1.2 GENERAL

1. I will abide by the Scheme of Governance.
2. I have a shared responsibility for determining, monitoring and keeping under review the broad policies, plans and procedures within which the School operates.
3. I accept all Governors have equal status, and although appointed by different groups (i.e. parents, staff, and local authorities/councils) my overriding concern will be the welfare of the school as a whole.
4. I have no legal authority to act individually, except when the Governing Body has given me delegated authority to do so.
5. I have a duty to act fairly and without prejudice, and in so far as I have responsibility for staff, I will fulfill any legal expectations on behalf of the employer.
6. I will treat all of the education community with courtesy and respect and will demonstrate honesty and discretion in matters relating to the Governing Body.
7. I will encourage open governance and shall be seen to be doing so.

4.1.3 COMMITMENT

8. I acknowledge accepting the office of Governor involves the commitment of significant amounts of time and energy including further training.
9. I will actively involve myself in the work of the Governing Body, attend meetings regularly and accept my fair share of responsibilities, including service on committees or working groups.
10. I will get to know the school well and respond to opportunities to

involve myself in wider activities.

11.I will strive to improve my effectiveness as a Governor through training and other developmental activities.

4.1.4 RELATIONSHIPS

12.I will work as a team member.

13.I will develop effective working relationships with the staff, parents, the various local authorities, and other relevant agencies and the broader community.

4.1.5 CONFIDENTIALITY

14.I will observe confidentiality regarding proceedings of the Governing Body in meetings and from my visits to school as a Governor.

15.I will observe complete confidentiality when required or asked to do so by the Governing Body, especially regarding matters concerning individual staff or students.

16.I will exercise the greatest prudence if a discussion of a potentially contentious issue affecting the school arises outside the Governing Body, advising the Chair as appropriate.

4.1.6 CONDUCT

17.I will encourage the open expression of views at meetings, .but accept collective responsibility for all decisions made by the Governing Body or its delegated agents. This means I will not speak out against decisions, in public or private, outside the Governing Body.

18.I will only speak or act on behalf of the Governing Body when we have been specifically authorised to do so.

19.I will follow the procedures established by the Governing Body when responding to criticism or complaints affecting the school.

20.My visits to school will be undertaken within the framework established by the Governing Body.

21.In discharging my duties I will always be mindful of my responsibility to maintain and develop the ethos and reputation of the School.

Signed: _____

Date: _____

Print Name: _____

4.2 ROLE OF THE GOVERNOR

4.2.1 The Chair of the Governors has overall responsibility for ensuring Governors develop the skills they need to be effective. This role involves close working within the context of driving standards across Education Services. This responsibility includes a commitment, to every new and existing Governor, to develop their skills to enable them to make an active and valuable contribution to the work of the Governing Body.

4.2.2 Ofsted Expects Governors to Challenge Senior Leaders

Ofsted's school inspection handbook says inspectors will consider the extent to which Governors provide challenge and hold the Head Teachers and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behavior and safety, including by using the data dashboard, other progress data, examination outcomes and test results.

4.2.3 Roles and Responsibilities of Link Governors including policy and procedure for Governors visiting school

Governors have a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum. This is to enable fulfilment of their roles of challenging and supporting the school providing a strategic view and ensuring accountability.

Although not a statutory requirement, most Governing Bodies have Link Governors.

Governors should visit the school regularly, to demonstrate to the staff that they take their responsibilities seriously and are genuinely interested in the life of the school/college. All Governors are encouraged to visit at least once a year during the working day. All new Governors will be offered an introductory visit soon after their appointment to the Governing Body as part of their Introductory Programme.

4.2.4 Aims

Visits will focus on aspects of the School Improvement Plan, and/or have Governance responsibilities.

School visits will help Governors to:

- Fulfil their statutory duties to monitor performance
- Observe and learn in order that they can better serve the school
- Support and encourage staff
- Help build good working relationships between Governors, staff, parents and children
- Familiarise themselves with day-to-day practices and the ethos of the school
- Increase their understanding of their 'link' area of responsibility
- Celebrate successes with staff/stakeholders

4.2.5 Procedures and Protocols for Governors visits to schools

All Governors should observe the following simple guidelines for visits:

- Always contact the Head Teacher/Chair of Governors at least a week before your visit
- Clarify the nature of your visit
- Follow the advice of the Head Teacher regarding any specific information related to the visit
- Be prepared to feed back to the Governing Body or appropriate committee
- Fill in an observation form and check details with key staff prior to publication

Please remember the Governor visits are NOT about:

- Making judgements about the quality of teaching
- Checking on the progress of your own children
- Pursuing a personal agenda
- Arriving with inflexible preconceived ideas
- Monopolising staff time

4.2.6 Written Records

It is extremely important to have a brief written record of your visit since this is evidence to Ofsted that Governors are actively and appropriately involved in the life of the school. Please use the proformas provided for Governor visits which can be found in the Appendix. Please note, any concerns following a visit should be raised with the Chair of Governors.

4.2.7 Role of a Special Educational Needs and Disability (SEND) Governor

The Governing Body has a legal duty to ensure effective SEND provision.

In the Governors' Handbook, the Department for Education (DfE) explains Governing Boards of maintained schools have legal duties regarding Special Educational Needs and Disability under the Children and Families Act 2014.

These duties include:

- Using best endeavors in exercising their functions to ensure the necessary special education provision is made for any pupil who has SEND.
- Ensuring pupils with SEND join in the everyday activities of the school.

The provision of efficient education for all pupils; and the efficient use of resources.

Remit

Being a SEND Governor is about making sure pupils with SEND get the help they need to access the curriculum and to participate fully in the life of the school. The SEND Governor is the link between the Governing Body and the school in relation to pupils with SEND. The role is to help raise awareness of SEND issues at Governing Body meetings, and giving up-to-date information on SEND provision within the school. Also to review the policy on provision for pupils with SEND will ensure stakeholders have confidence in this provision. There is certain basic information every SEND Governor should know:

- How the school identifies the extent of children's/young people's SEND - there should be an understanding of how the school works with pupils.
- How SEND money from LAs/EFA is allocated and spent. An understanding of how LA/EFA provides SEND resources and how the Head Teacher and Governing Body decide how these resources are spent for all pupils with SEND in the schools.
- The school's SEND Policy - the SEND Policy will need to be reviewed annually. Regular reviews are vital to ensure the SEND provision reflects the changing needs of the school, its circumstances, and the law.
- The indicators which should be reported on by the school to the Governing Body to say whether the SEND policy is working, and the timescale for reporting.

4.2.8 English/Maths Governor

Remit

The English/Math's Governor has special interest in the subjects and helps ensure numeracy/literacy issues remain high on the school's agenda, providing a link between the Governing Body, its committees and the staff, reporting to the Governing Body and/or its committees as agreed.

English/Maths Governor:

- Should attend some of the in service training courses devoted to mathematics/ literacy and/or understand the specialist approaches used.
- Meet regularly with the mathematics/literacy coordinator.
- Ask about resources allocated to numeracy/literacy from the school's budget.
- Talk to the Head Teacher about school numeracy/literacy issues.
- Ensure a section on the school website on the school's approach to numeracy literacy.
- Be involved in the school's attempt to inform parents and involve them in their children's and young people's learning of the subject.

4.2.9 Nominated Governor for Looked After Children (LAC)

Remit

- To meet regularly with the Designated Teacher for Looked After Children in order to monitor the policies and procedures for working with LAC.
- To confirm the Designated Teacher is appropriately qualified and there is a clear relationship with the Senior Leadership Team.
- To report to the Governing Body on any issues arising.
- To ensure the Governing Body annually discusses the attainment of LAC as part of the annual round of target setting.
- To ensure Education Plans are in place for all LAC and are regularly reviewed.
- To ensure there are effective procedures for communication with the Carers of Looked After Children.
- To ensure there is adequate training and support for staff to meet the needs of LAC, and there are effective communication systems within the

education service.

- To verify the way the service accesses multi-agency support to ensure the needs of LAC are met.

Child/Adult Protection

4.2.10 Safeguarding Governor

As the Governor responsible for safeguarding children/young people there is an essential role in ensuring they are kept safe from harm. The Child/Adult Protection Governor plays an important role in ensuring oversight and scrutiny of safeguarding policies, procedure and practice on behalf of the full Governing Body.

Remit

- Monitoring the safeguarding and whistle-blowing policies
- Ensuring a robust system is in place for recording, storing and reviewing child/young people welfare concerns.
- Liaising with the Head Teacher about general pupil/adult protection and broader safeguarding issues within the school, and providing advice to the Governing Body.
- Ensuring school staff training is up to date
- Ensuring at least one Governor on the recruitment and selection panel for staff has successfully completed accredited safer recruitment training.
- Knowing who the Designated Safeguarding Officers are and whether they have attended appropriate training.
- Ensuring child/adult protection matters are an annual item on the Governing Body agenda
- The school has a Child/Adult Protection Policy and procedures in place.
- All staff working within the education receives induction about protection procedures and training appropriate to their role and responsibilities.

4.2.11 Sex and Relationships Education (SRE) Governor

Remit

- Being aware of and keeping a copy of the school SRE policy.
- Becoming familiar with how SRE fits in with related areas of the curriculum, for example, personal, social and health education (PSHE) and citizenship.
- Ensuring the Governing Body reviews the policy as required. The policy may state how frequently it should be reviewed; if it does not, every two years is regarded as acceptable, unless there is significant change in legislation or school practice.
- Visiting provision and meeting with the member of staff responsible for SRE in order to discuss: Implementation of the policy and resource issues.
- Verifying the effectiveness of the policy, advising of any issues and/or of challenges to delivering effective SRE.
- Monitoring the effectiveness of the SRE policy and report to the Governing Body.

Visiting the School: Guidance for SRE Governors

A SRE Governor could ask the following questions when conducting a visit:

- How effective is the SRE policy in providing for quality SRE?
- How confident are you that the policy and practice meet statutory requirements?
- How is the SRE content decided?
- Who is consulted in matters of SRE provision?
- How well do you feel pupils respond to SRE?
- Are there any resourcing issues the Governing Body ought to be aware of?
- How is the quality of SRE monitored, and how effective is the monitoring process?
- What are the main challenges in the delivery of SRE, and how are you working to overcome them?
- Is there anything the Governing Body should be aware which could help to improve or further the delivery and effectiveness of SRE?

Governors' Responsibility for SRE in the Curriculum

Some parts of SRE are compulsory - these are part of the National Curriculum for Science. All schools must have a written policy on SRE, which they must make available to parents.

4.2.12 Governor for Understanding of Behaviour and Safety Remit

To develop a better understanding of how the school manages behaviour. It is recommended:

- Reviews the most recent Ofsted report, particularly what it says about standards of behaviour.
- Considers how well the school communicates to pupils and parents the behaviour it expects.
- Considers the school's Behaviour Policy as well as related policies such as exclusion.
- Looks at what the self-evaluation and development plan say about behaviour.
- Reviews what the Head Teacher has said about behaviour in reports to the Governing Body, including any exclusion data.
- Meet with the members of the leadership team who have responsibility for behaviour to find out current issues.
- Find out the opinions of pupils/parents/staff regarding behaviour in the school, for example, by using a parent questionnaire or Parent View.

4.2.13 Governor for Careers Employability

Remit

To gain an understanding of how the education provision implements careers teaching a Governor should:

- Support the member of staff at the school who has responsibility for careers guidance by arranging regular meetings
- Report back to the Governing Body on how careers guidance is contributing to the strategic priorities.
- Report back to the Governing Body on how careers guidance is contributing to pupils' learning.

- Facilitate the appointment of school Governors from the business community, either to fill vacancies that arise on the Governing Body, or the appointment of associate members.
- Facilitate partnerships with local businesses in liaison with the Employability Project.

4.2.14 Pupil Premium Link Governor

Visiting the school to find out about pupil premium expenditure

The Link Governor may wish to meet the schools' financial manager, data lead teacher, Head Teacher and/or others with a relevant role.

Questions to Ask

The Governor could ask the following questions when visiting the school:

- How effective is the school's pupil premium policy in supporting the target groups?
- How confident are you that the pupil premium grant is spent appropriately on the intended target groups?
- Is the pupil premium funding kept separate from general school resources so it can be specifically and identifiably used as intended?
- How is the allocation of the pupil premium decided?
- What is the pupil premium used for?
- How is the progress of different groups of pupils monitored so that the school can identify any underperforming groups?
- How does the attainment of pupil premium pupils as a group compare with others?
- What would you say are the main challenges in the use of the pupil premium, and how is the school working to overcome them?
- What benefits can you see from the allocation of the pupil premium?
- Is there anything that the Governing Body should be aware of which could help the school gain the maximum advantage from the pupil premium?

4.2.15 Leadership and Management Remit

- To offer support to the Head Teacher and school leaders, to ensure they carry out their duties effectively.
- Be involved in Head Teacher personal appraisals, and the appointment of senior leaders.
- To ensure the school improvement cycle includes planning, review and implementation.
- To have a clear understanding of standards in pupil progress and achievement and the quality of teaching and learning.
- Supports the SLT in reporting to the Governing Body on agreeing pupil targets, staff performance management targets, (details of performance is discussed in more depth with Resources Committee), standards of teaching and learning and achievement and progress.
- Support Ofsted requirements, including Governors' leadership roles.

4.2.16 Health and Safety Governor

The Governing Body has the responsibility to monitor the policy and, if necessary, to require additional actions. The Head Teacher is responsible for the day to day management of the health and safety policy, and the communication of its requirements.

Remit

- Work with the school's health and safety representative to ensure that there is a health and safety policy, site specific as required.
- Verify appropriate health and safety procedures and practices.
- Work with the health and safety representative to make regular termly health and safety inspections of premises.
- Keep the Governing Body informed of health and safety issues.
- Stay abreast of developments by reading new materials and information relating to health and safety.

Please see Section 7 for the forms to help guide specific visits to the school.

4.3 ROLE OF THE CHAIR AND VICE CHAIR TYPES OF GOVERNOR

4.3.1 What is the role of the Chair and Vice Chair?

The role of the Chair (and Vice Chair in the Chair's absence) includes:

- To make sure the Governing Body's affairs are conducted in accordance with the law.
- To report any urgent action taken on behalf of the Governing Body, ensuring it is fully explained and supported. Chairs (and Vice Chairs in the Chair's absence) have no special power to take decisions on behalf of Governors unless there has been a resolution of the whole Governing Body to delegate a specific authority.
- However, they do have the power to take action if the matter is urgent and if it concerns one of the functions which can be delegated. The Education (School Government) (England) Regulations 1999 Regulation 43 defines 'urgent' as a case where delay would be seriously harmful to the school or to any pupil or member of staff, and where it would not be reasonably practicable to hold a Governors meeting to resolve the issue. Any urgent action the Chair or Vice Chair takes on behalf of the Governing Body should be reported at the next meeting
- To ensure meetings are run effectively and decisions are taken and minuted.
- To help the Governing Body work as a team. Define, with the Governing Body, a clear understanding of the roles of the Chair, Vice Chair, the other Governors and the professionals within the school.
- To work with and be available to the Head Teacher, make time to listen to concerns and give constructive advice, discuss issues before Governing Body meetings, work together on effective policies.
- To carry out any duties delegated by the Governing Body, be seen in school regularly, attend functions or make sure another Governor represents them.
- To use time effectively, plan the year's cycle of meetings and a timetable for action and reports, plan for effective meetings
- To make it clear all Governors must accept collective responsibility for decisions taken at Governors' meetings.

The Governing Body works with the school. Its responsibilities and powers have to be exercised in conjunction with the Head Teacher and staff. Governors should not intervene in the day to day management of the school, unless there is something seriously wrong. If there is a weakness in the school they need to take action. There is a fine balance which must be sensitively handled. Individual Governors have no power or responsibility. It is only the full Governing Body which has legal duties and powers and all Governors must share in corporate responsibility.

The day to day management of the school is the responsibility of the Head Teacher and staff. The philosophy for running the school is a shared responsibility worked out by common consent. Governors govern rather than manage. They are there

to give direction and focus by performing a vital strategic role.

Types of Governors

4.3.2 Parent Governors - are elected by parents/guardians of registered pupils and must be parents/guardians at the time of election. Parent Governors do not have to leave if their child leaves during their term of office, but they can if they wish to. If there is a potential vacancy, nominations are sought from parents. If more nominations are received than the vacancies available then an election takes place. If insufficient parents stand for election, the Governing Body can approach a parent of the school to become a Governor.

4.3.3 Local Authority Governors - are nominated by the LA and are often political appointments or through LA publicity. LA Governors do not have to be County Borough Councillors but are usually members of a political party in the area. Applications are sent to interested parties, once received they are forwarded to an officer panel for consideration. Once agreed, the application is given to the cabinet to be agreed. LA appointments can only be removed from office by the officer panel. It is not the decision of the Governing Body.

4.3.4 Staff Governors - are elected by the other staff employed at the school. They must be permanent members of staff. Staff Governors act as a representative role. Once they cease to work at the school their term of office will be terminated.

4.3.5 Community Governors (previously co-opted Governors) - are chosen by the Governing Body with the exception of the existing community governors. They can be people who live or work locally or people who are committed to "the good government and success of the school".

4.4 STATUTORY COMMITTEES

STRATEGIC POLICY AND DIRECTION COMMITTEE – Terms of Reference

Membership:	The Panel for the Committee shall consist of at least six Governors, however when meeting as a Hearing Body or Appeals Panel this will have only three Governors.
Quorum:	The Quorum must be three governors (or 50% if higher)
Chair:	To be agreed by the committee.
Clerk:	To be appointed by the committee.
Frequency of meetings:	As required but no less than once each term.

CURRICULUM DUTIES

- Annually review the Curriculum Policy for approval by the governing Body.
- Make recommendations to the governing body on the arrangements for collective worship and the provision of religious education.
- Make recommendations to the governing body on the policy for the provision of sex education and the delivery of PSHE in school.
- Advise the Governing body on arrangements required for pupils with special educational needs.
- Consider complaints relating to the curriculum and to advise the governing body (Hearing Body)

SCHOOL IMPROVEMENT DUTIES

- Annually review the School Improvement Plan and advise the Governing Body on priorities for the key areas.
- Analyse data relating to the school's performance and to agree targets for pupil achievement.
- Monitor and evaluate pupil progress, in all subjects and to review regularly subject policies.
- Succession Planning

POLICY REVIEW DUTIES

Undertake a cyclical review of all school policies; agreeing changes and making recommendations to the governing body in areas that may not be delegated.

Policies may include, but are not restricted to:

- Leave of Absence
- Whole School Pay Policy
- Health & Safety Policy
- Lettings & Charges Policy
- Child Protection
- Anti Bullying
- Admissions
- Curriculum Policies

APPEALS

Hear appeals against a decision made by another committee of the Governing body. This will include appeals over capability or disciplinary action, dismissal and pay (Appeals Panel) (excluding support staff grading issues).

RESOURCE MANAGEMENT COMMITTEE – Terms of Reference

Membership:	The Panel for the Committee shall consist of at least six Governors, however when meeting as a hearing Body this will have only three Governors (or 50% if higher)
Quorum:	The quorum must be three governors.
Chair:	To be agreed by the committee.
Clerk:	To be appointed by the committee.
Frequency of meetings:	As required but no less than once each term.

FINANCIAL DUTIES

- Set the annual budget for the school.
- Ensure appropriate advice is sought before entering into contracts, in line with the LEA's financial regulations.
- Authorise the virement of funds between budgets and inform the County Council.
- Approve arrangements for the audit of funds received other than from the Local Authority.
- Advise the governing body on any matters arising from the audit of the school's accounts and School Financial Value Standards.
- Monitor the budget and to advise the governing body as necessary on financial matters.
- Agree with the Head Teacher, expenditure on capital projects not falling within the planned budget.
- Authorise signatories for the school bank account.
- Determine the levels of charges for lettings.
- Make recommendations annually to the governing body on a three year financial strategy, having particular regard to the School Improvement Plan.
- Advise the governing body on any issues arising from financial matters.

STAFFING DUTIES

- Appointments of staff other than the Head (full governing body duty) except where delegated to the Head.
- Reviewing the staffing structure of the school whenever necessary.
- Consider applications from staff for secondments, extended leave etc. that the Head feels are necessary to refer to the Governing Body (Hearing Body).
- Hear and determine sanctions, suspensions and dismissals in cases that are referred to the Governing Body under the Governing Body's procedures (Hearing Body).
- Consider applications for early retirement and redundancy, acting as a hearing body in cases of redundancy.
- Consider recommendations for performance pay progression and appropriate remuneration under the whole school pay policy (starting salaries determined at appointment).

PREMISES DUTIES

- Make recommendations to the governing Body on capital works and improvements;
- Prepare an annual programme of repairs, maintenance and decoration;
- Security of the school premises and fire safety measures, including alarm systems and fire drills;
- To oversee arrangements for grounds maintenance and the requirements of the environmental Protection Act 1990 concerning litter and refuse.

PUPIL DISCIPLINE & COMPLAINTS

- Review the use of exclusion within the school.
- Consider the views of the head Teacher and of parents for excluded pupils (Hearing Body).
- Decide whether or not to confirm exclusions of more than five school days and those where a pupil would miss an opportunity to take a public examination (Hearing Body).
- Hear all formal complaints against the Head Teacher, an individual member of staff or the Governing Body (Hearing Body).

HEAD TEACHER PERFORMANCE MANAGEMENT GROUP

(2 or 3 named Governors as determined by the Governing Body)

4.4.1 Strategic and Resources Policy Committee

Strategic	Resources
Mrs J Reid (Chair/Parent Governor)	Mrs J Reid (Chair/Parent Governor)
Mrs J Hall (Vice Chair/Parent)	Mrs J Hall (Vice Chair/Parent)
Mrs A Mead (Staff)	Mrs D Atkinson (Co-opted)
Mr N Belcher (Staff)	Mrs A Mead (Staff)
Mr S Hobson (Co-opted)	Mrs A McIntyre (Co-opted)
Mr M Phillips (Associate)	Mrs T Hawkins (Associate)
Mrs A Avery (Parent)	

4.4.2 Link Governors

The list of Link Governors can be found at Appendix

Curriculum and Policy

Link Governors will report upon policy and curriculum, related to their area of responsibility, to the full Governing Body following their visits in partnership with education leaders.

5.0 EVALUATION AND IMPROVEMENT

5.1 One of the principal duties of the Governing Body is to ensure proper evaluation which leads to continuous improvement. This is done annually through 2 processes:

- Improvement – the School Improvement Plan.

5.1 SCHOOL DEVELOPMENT PLAN

Hillcrest SDP 2016-2017

Key Aim	Objectives	Lead	Link Gov	Gov Comm	KPIs (%)		
					Dec 16	March 17	June 17
Outcomes for Students Pupils proactively respond to their learning as steps towards their future aspirations	To ensure all learners meet potential targets with increasing learners meeting aspirational targets	AM		Whole			
	To ensure all learners are able to effectively communicate with a range of audiences	AM					
	To develop functional learning so that all pupils recognise how this will support them in future steps	AM					
Teaching, Learning & Assessment To ensure that all learners have their individual learning needs met	To develop reflective practice ensuring staff are able to accurately measure the effectiveness of teaching	MP		Resources			
	To ensure staff are confident and able to use assessment data to plan for differentiation and progression	MP					
	All pupils are able to recognise the progress they are making and how they need to improve	MP					
Leadership & Management To build capacity for continuous improvement and sustainability	To strategically respond to changing demands from the local authority-designation and population	AM		Strategic			
	To maximise the use of LSAs to support and lead learning	MP					
	To further develop the strategic effectiveness of the governing body	AM					
	To clearly define roles for school management team and build capacity within	AM					
	To develop a more precise system to evaluate the quality of teaching, learning & assessment	MP					
Behaviour, safety & welfare All learners are able to keep themselves safe and make a positive contribution to their community	All learners are able to recognise the positive lifestyle choices they make and recognise when choices put them at risk			Resources			
	Learners understand that inclusivity comes without prejudice and that British values promotes this						
	To ensure a joined-up/multi agency approach to promote good attendance and achieve the best possible learning outcomes	TH					

16-19 study programmes All learners are able to transition into adulthood and or/their next steps	To enhance accreditation opportunities and memorable experiences for developing social skills, independence and independent living	AMi		Strategic			
	To ensure the sixth form have a distinct identity from the rest of the school. Recognising that the opportunity is a privilege which other students aspire to reach.	AMi					

Key Aim:	Outcomes for Students Pupils proactively respond to their learning as steps towards their future aspirations	Lead:		Link Gov:	
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Objectives	Lead	Key Performance Indicators	Actions	By when?	Progress
To ensure all learners meet potential targets with increasing learners meeting aspirational targets		Pupils know what curriculum they are working on and how much they have met it in all CLL and PSRN (%).	Design pupil learning log Staff update learning log ½ termly		
		Most pupils are making at least 12% progress annually (aspirational- 4% a term).	Staff data analysis training SLT monitoring data to identify those at risk		
		Pupils are aware of their holistic development and progress being made.	Holistic on learning log Clear targets identified for each area		
To ensure all learners are able to effectively communicate with a range of audiences		Intervention plans are complete for all learners with S & L needs (NHS).	NHS plans being updated with diary of interventions		
		Emotional Literacy programme to support those learners discussing needs.	Menu of interventions available for staff Log of learners interventions and impact recorded		
		Learners display positive attitudes to members of the school community.	Behaviour watch data Bullying incident forms		
To develop		Curriculum is clearly linked to iASEND	Topic plan for 3 years mapped out		

functional learning so that all pupils recognise how this will support them in future steps		criteria ensuring that functionality is key aim.	iASEND objectives clearly mapped to curriculum		
		Peoples are demonstrating their learning in real life/real world scenarios.	Photo journals/diaries/projects evidenced for topics		
		All children have access to a range of learning experiences outside of the classroom that will support them into adulthood.	Enrichment and class visits planned for ½ termly Termly visitors invited to school to add depth		

Key Aim:	Teaching, Learning & Assessment To ensure that all learners have their individual learning needs met	Lead:		Link Gov:	
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Objectives	Lead	Key Performance Indicators	Actions	By when?	Progress
To develop reflective practice ensuring staff are able to accurately measure the effectiveness of teaching		Teachers can effectively demonstrate what progress learners have made during a lesson/learning sequence and how effectively this time has used.	Staff share learning evidence as part of staff moderation meetings iASEND updated on a weekly basis		
		Teachers and support staff are able to reflect on the use of resources for supporting individual needs.	Learning walks to identify effective resourcing Evidence of resources being used in iris		
		Questioning is used highly effectively to get pupils to reflect and deepen understanding of subject content and skills.	Iris training with portfolio and reflections Peer observation to develop questioning from CPD training		
To ensure staff are		Staff are confident in planning using	Planning shared with subject leads		

confident and able to use assessment data to plan for differentiation and progression		iASEND criteria, reflecting on progress and updating individual assessments.	Subject leads summarising data and supporting Staff are updating iASEND daily/weekly to keep live		
		Staff can clearly differentiate for pupil needs through activity, resources, support, time and input.	Staff can share what differentiation is in place and why Learners can talk about resources that help them learn		
		Staff monitor each learners progress and is confident reading data and responding accordingly to SLT.	Staff can demonstrate updating and scrutinizing iASEND data Staff can explain the progress all learners are making Actions are in place for pupils 'at risk' of making progress		
All pupils are able to recognise the progress they are making and how they need to improve		Staff share progress on a regular basis with learners. They are able to look at their iASEND and see where they are making progress.	Learning log understood by all learners Pupils understand iASEND and can show evidence		
		Marking is linked to iASEND criteria and pupils can evidence how they are improving their work.	Making and feedback policy reviewed and amended Work clearly links to iASEND assessments Learners can explain how their work is marked and what it means		
		Pupils can share and talk about evidence to show the progress they are making.	Pupil review meetings are well led Pupils are able to evidence the progress they are making		

Key Aim:	Leadership & Management To build capacity for continuous improvement and sustainability	Lead:		Link Gov:	
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Objectives	Lead	Key Performance Indicators	Actions	By when?	Progress
To strategically respond to changing demands from the local authority-designation and population		Governors and school change designation to reflect current population. School scale is revised accordingly.	Autumn governors meeting		
		Develop an admissions panel, criteria and arrangements to enrol new learners which reflect capacity and designation.	Strategic committee agenda		
		Compose 3-year strategic plan for development of school site and increasing pupil numbers/age phases.	3 yr strategic plan LA support		
To maximise the use of LSAs to support and lead learning		LSA have a thorough knowledge of learners they are working with and can report on their progress.	CPD-iASEND and marking Pupil meetings led by LSAs		
		LSA are effectively leading learning through collaboratively planning small activities, organisation of resources and feeding back to learners.	LSAs evidence collaborative planning and resourcing for this		
		LSAs are effectively completing pupil assessments and updating iASEND on a regular basis in conjunction with the lead teacher.	CPD and shadowing of Ts		
To further develop the strategic effectiveness of the governing body		Governors have clearly defined roles and responsibilities which are linked to the school development plan.	Governor handbook SDP with link GOVs		
		Governors are meeting on a regular basis without the SLT to review their individual roles and effectively produce reports and challenging questions for governors meetings.	Governor Action Plan Governor CPD calendar Gov Mentoring		
		Governors are proactive in their role to reach out to all stakeholders-they are effectively communicating via newsletters and events.	Termly newsletters Coffee & Cake breaks		
To clearly define roles for school management team and build capacity within		SLT will have clearly defined roles to which they are held accountable. Staffing structure is shared through school handbook.	Staffing structure Appraisal objectives linked SDP		
		Subject leads will ensure they are improving standards through their attendance on middle leaders qualification and improved standards in respective areas.	2x middle leaders CPD Appraisal and mentoring		

		Subject leads & HLTAs have clear systems that could allow any additional staff to deputise if required.	Subject lead files Identify/train deputy if absent		
To develop a more precise system to evaluate the quality of teaching, learning & assessment		SLT are triangulating assessment data, lesson observations and evidence of work to evaluate the quality of progress for learners in each class.	T & L evidence file Appraisal linked to direct evidence		
		Iris will be used by staff to reflect on their own practice and share this with colleagues, governors, mentors, SLT as required to evidence progress or areas they would like support in.	Iris portfolio of developing practice and appraisal objectives		
		Appraisal will be on a termly basis and will be a proactive discussion reviewing the triangulation of evidence against appraisal objectives.	Appraisal diary and evidence		

Key Aim:	Behaviour, safety & welfare All learners are able to keep themselves safe and make a positive contribution to their community	Lead:		Link Gov:	
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Objectives	Lead	Key Performance Indicators	Actions	By when?	Progress
All learners are able to recognise the positive lifestyle choices they make and recognise when choices put them at risk		Pupils are making positive decisions in and around school. They are able to explain how they can earn rewards but also what consequences the school will enforce. Rules and expectations are clearly understood by all.	Behaviour policy reviewed and altered as req. Pupil can clearly recall school rules and how they are rewarded for meeting these.		
		Pupils can make safe choices in their communities. Pupils are safe online and all pupils will complete a thorough e-safety curriculum. E-safety incidents are clearly recorded and discussed with relevant stakeholders. Parent workshops will be run on a termly basis.	E-safety curriculum E-safety lead reappointed Produce regular reports and gather evidence Parent workshops termly		

		The school will actively approach healthy lifestyles through healthy school lunches, strict consumables within school, access to play and physical activity, education about drugs and alcohol and functionality/PSHE/focus sessions.	Healthy school audit Playtime activities packs PSHE curriculum and visits/special weeks		
Learners understand that inclusivity comes without prejudice and that British values promotes this		Daily focus sessions will ensure that learners start to reflect upon their own value and what they can offer in a diverse community.	Focus planner/group discussions		
		PSHE is linked with key media trends and supports learners in being well rounded individuals. Anti-bullying accreditation evidence file continued to be completed by Lead.	PSHE lead appointed Focus sessions reviewed Anti-bullying accreditation file updated		
To ensure a joined-up/multi agency approach to promote good attendance and achieve the best possible learning outcomes		Attendance policy reviewed and updated with rewards for good attendance.	Attendance lead to action and record in file		
		Lead and TA responsible for attendance and monitoring/challenging those less than 90%	Office maintains regular review and shares with lead		
		Ensure that multi agency meetings are always attended by a member of Hillcrest staff. Outcomes must be shared with staff and meeting minutes recorded.	Maintain log of pupil multi agency meetings Minutes of meeting in pupil files Outcomes to be shared in staff teams/briefings		

Key Aim:	16-19 study programmes All learners are able to transition into adulthood and or/their next steps	Lead:		Link Gov:	
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Objectives	Lead	Key Performance Indicators	Actions	By when?	Progress
To enhance accreditation opportunities and memorable experiences for developing social skills, independence and independent living		All students to know and understand their accreditation routes.	Clear accreditation flow chart Pupils know route they are on		
		Students will access a functional curriculum.	6 th form timetable Accredited functional experiences		
		Links to be made with other school through our community café.	Establish café with diary of guest schools		
		Independent living skills will be embedded throughout the 6 th Form curriculum.	6 th form curriculum 6 th form prospectus		
To ensure the sixth form have a distinct identity from the rest of the school. Recognising that the opportunity is a privilege which other students aspire to reach		Students will have expectations which are directly linked to 6 th Form and the Lodge.	6 th form pupil handbook Pupil interviews to review expects		
		6 th Form will have its own consequence and reward system which is age appropriate and agreed by students.	Clear reward/sanction displayed in lodge Pupils can talk about their rewards		
		6 th Form students will have separate privileges such as visits to shops, laptops, PlayStation and own meal preparation.	Pupil rewards/privileges are clearly presented and advertised around lodge.		

6.0 GOVERNOR VISITS

6.0 Background

Focussed Governor visits are crucial to the continuous improvement cycle, as the Governing Body seek to constantly improve standards. The contents of this Section are intended to guide Governors in their endeavours so their visits add value.

The subjects to be covered and the dates of visits by Governors are planned at meetings of Governing Body. Subsequently, written reports come to the next meeting of the Governing Body, and are filed as evidence for Ofsted.

Some visits are a statutory requirement, e.g. safeguarding, and health & safety.

6.1 POLICY AND PRINCIPLES FOR GOVERNOR VISITS

6.1.1 Policy and Procedure for Governors visiting School

Governors have a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum. This is to enable fulfilment of their roles of challenging and supporting the school by providing a strategic view and ensuring accountability.

Therefore Governors should visit the school regularly, to demonstrate to the staff they take their responsibilities seriously, and are genuinely interested in the life of the school. All Governors are encouraged to visit at least once a year during the working day. All new Governors will be offered an introductory visit soon after their appointment to the Governing Body as part of their Induction Programme.

6.1.2 Aims

Visits will focus on aspects of the School Improvement Plan, and/or have Governance responsibilities.

School visits will help Governors to:

- Fulfil their statutory duties to monitor performance.
- Observe and learn in order they can better serve the school.
- Support and encourage staff.
- Help build good working relationships between Governors, staff, parents and children.
- Familiarise themselves with day-to-day practices and the ethos of the school.
- Increase their understanding of their 'link' area of responsibility.
- Celebrate successes with staff/stakeholders.

6.1.3 Procedures and Protocols for Governor visits to Schools

All Governors should observe the following simple guidelines for visits:

- Always contact the Head Teacher at least a week before your visit.
- Clarify the nature of your visit.
- Follow the advice of the Head Teacher regarding any specific information related to the visit.
- Be prepared to feed back to the Governing Body or appropriate committee.
- Fill in an observation form and check details with key staff prior to publication.

Please remember the Governor visits are NOT about:

- Making judgements about the quality of teaching.
- Checking on the progress of your own children.
- Pursuing a personal agenda.
- Arriving with inflexible preconceived ideas.
- Monopolising staff time.

6.1.4 Written Records

It is extremely important to have a brief record of your visit since this is evidence to Ofsted that Governors are actively and appropriately involved in the life of the school/college. Please use the proformas provided for Governor Visits. Please note that any concerns following a visit should be raised with the Head Teacher.

6.2 LEADERSHIP AND MANAGEMENT

This is primarily led by Chairs and Vice Chairs in conjunction with the Head Teacher who with Governors work to show a clear vision, ethos and strategic direction for the school, with evidence required as shown in the table.

Criteria	Evidence
The school aims are in place and secure	Staff aware of school aims. School aims are part of development plans, prospectus, and website.
The work of the Governing Body is focused on and driven by the school's priorities	Discussion with Head Teacher and senior staff on priorities and how these are included in performance management and staff CPD. The Governor understands school's priorities.
The school Improvement Plan is aligned with self-evaluation	Discussions with Head Teacher and senior staff. Evidence of links between evaluation and improvement targets are clear.
Staff know the Governors and their responsibilities	Minutes, visit reports reflect discussions aimed at boosting Governor involvement in the school. Governor visits are recorded in school The Governor knows the staffing structure and roles of key staff.
Governors have very good relationships throughout school and the wider community, which they use to listen to and consider the views of parents, pupils and staff	Governor discussions with parents, staff and pupils show evidence of their grasp of key issues. Stakeholder feedback informs priorities. The views of stakeholders impact on standards and are included in self-evaluation, staff performance targets, resource management, CPD

7.0 APPENDIX - CONTENTS

- 7.1 Key Contacts –Management Team and Department of Education
- 7.2 List of Governors and Contact Details
- 7.3 List of Staff Committee and Link Governors
- 7.4 Skills Audit
- 7.5 Forms
 - 7.5.1 Evaluation and Improvement
 - 7.5.2 Strategic Direction
 - 7.5.3 Literacy and Numeracy
 - 7.5.4 Looked After Children
 - 7.5.5 SEND
 - 7.5.6 Religious Education
 - 7.5.7 Pupil Premium
 - 7.5.8 Early Years Foundation Stage (EYFS)
 - 7.5.9 Behaviour Management
 - 7.5.10 Sex and Relationships Education (SRE)
 - 7.5.11 Safeguarding

APPENDIX 7.1 KEY CONTACTS MANAGEMENT TEAMS AND OTHER USEFUL SOURCES OF INFORMATION

Information on Management Teams

Head Teacher	Andrea Mead	Andrea.mead@northumberland.gov.uk
Deputy Head Teacher	Mark Phillips	Mark.phillips@northumberland.gov.uk
Chair of Governors	Joyce Reid	c/o email address below
Office Manager	Denise Atkinson	Denise.atkinson01@northumberland.gov.uk

Further reading and useful websites:

- DfE Leadership and Governance webpage
www.education.gov.uk/schools/leadership
- DfE Health and safety webpage
www.education.gov.uk/schools/adminandfinance/healthandsafety
- Health and Safety Executive website
www.hse.gov.uk
- National Governors Association
www.nga.org.uk
- National College for Teaching and Learning
www.national-college-teaching-leadership.co.uk
- www.gov.uk (as applies to maintained schools)
- Health and Safety Executive Education webpage
www.hse.gov.uk/services/education/index.htm

Training:

- Governors' e-learning
www.elc-gel.org
- Key service
www.thekey.org.uk

APPENDIX 7.2 LIST OF GOVERNORS AND CONTACT DETAILS

Hillcrest School

Joyce Reid	Chair (Parent)	Email: Denise.atkinson01@northumberland.gov.uk Emails will then be forwarded on to the appropriate governor
Jacqueline Hall	Vice Chair (Parent)	
Andrea Mead	Head Teacher	
Nicholas Belcher	Staff Governor	
Alison Avery	Parent Governor	
Denise Atkinson	Co-opted	
Angela McIntyre	Co-opted	
Simon Hobson	Co-opted	
Mark Phillips	Associate	
Tracey Hawkins	Associate	
Vacancy	Parent Governor	
Vacancy	Co-opted	

APPENDIX 7.3 RESOURCES POLICY COMMITTEE AND LIST OF LINK GOVERNORS

Resources Policy Committee

The Resources Committee will implement the Performance Management Policy and consider the workforce development of the Head, Deputy Head, Teachers, Special Support Assistants and key education support services.

SEND Governors	Mr Belcher
English/Maths Governor	Mrs Hall
Nominated Governor for Looked After Children (LAC)	Mr Hobson
Safeguarding Governor	
Sex and Relationship Governor (SRE)	
Behaviour & Safety Governor	
Careers/Employability Governor	Mrs McIntyre
Pupil Premium Link Governor	Mrs Reid
Leadership	Mrs Hall
Health & Safety Governor	Mrs Reid
Finance	Mrs McIntyre
Staffing	Mrs Hall/Mrs Atkinson
Attendance	Mrs Atkinson

APPENDIX 7.4 SKILLS AUDIT

Skills Audit - Hillcrest School Governing Board 2016 - 2017

Level of experience/skill: 1 =none, 5 = extensive

A 'D' denotes a skill that is desirable to have in the governing board, and an 'E' denotes a skill that is essential within the governing board.

Questions to consider:

Do these responses match expectations?
Are there any implications for our role description or code of conduct?
Do any of the responses have implications for our recruitment strategy?
Do any of the responses raise questions about our induction strategy?
Are the lower scoring competencies issues that could be dealt with by training?
Could we improve any of the lower scoring competencies by mentoring and coaching?
Do we need to review our committee membership based on these responses?
Are there any implications for succession planning?

	Desirable or essential?	OVERALL	Governor A	Governor C	Governor D	Governor E	Governor F	Governor G	Governor H	Governor I	Governor J	Governor K	
Essential for all governors/trustees													
Commitment to improving education for all pupils	E	5	5	5	5	5	5	5	5	5	5	5	
Ability to work in a team and take collective responsibility for decisions	E	5	5	5	5	5	5	5	5	5	5	5	
Willingness to learn	E	5	5	5	5	5	5	5	5	5	5	5	
Commitment to the school's vision and ethos	E	5	5	5	5	5	5	5	5	5	5	5	
Has basic literacy and numeracy skills	E	5	5	5	5	5	5	5	5	5	5	5	
Has basic IT skills (i.e. word processing and email)	E	5	5	5	5	5	5	5	5	5	5	5	
Should exist across the governing board													

Understanding/experience of governance													
Previous experience of being a board member in another sector or a governor/trustee in another school	D	4	5	5	5	1	4	5	5	4	4	1	
Experience of chairing a board/ governing board or committee	D	4	4	4	4	1	1	5	4	4	3	1	
Experience of professional leadership	D	4	5	5	5	1	4	5	5	5	4	3	
Vision and strategic planning													
Understanding and experience of strategic planning	E	4	5	5	5	3	3	5	5	5	4	4	
Ability to analyse and review complex issues objectively	E	5	5	5	5	4	5	5	5	5	4	5	
Ability to identify problems	E	5	5	5	5	4	4	5	5	5	5	5	
Ability to propose and consider innovative solutions	E	4	5	5	5	3	5	5	5	5	4	4	
Experience reviewing the impact of new ideas and initiatives	D	4	5	5	5	3	5	5	5	5	4	4	
Ability to learn from failure	E	5	5	5	5	5	5	5	5	5	4	5	
Ability to make difficult decisions in the best interests of pupils	E	5	5	5	5	5	5	5	5	5	5	5	
Change management (e.g. overseeing a merger or an organisational restructure, changing careers)	D	4	5	5	5	1	4	5	4	5	4	5	
Understanding of current education policy	E	4	5	5	5	3	4	2	5	5	4	4	

Holding the head to account		4											
Communication skills, including being able to discuss sensitive issues tactfully	E	5	5	5	5	4	5	5	5		5	5	
Ability to analyse data	E	4	5	5	5	4	5	5	5		4	2	
Ability to question and challenge	E	5	5	5	5	3	5	5	5		5	5	
Experience of project management	D	4	5	5	5	3	3	5	5		4	3	
Performance management/ appraisal of someone else	E	4	5	5	5	3	4	5	5		5	1	
Experience of being performance managed/appraised yourself	D	5	5	5	5	5	5	5	5		5	5	
Financial oversight													
Financial planning/management (e.g. as part of your job)	E	4	5	5	5	5	3	5	5	4	2	1	
Experience of procurement/purchasing	D	4	5	5	5	4	1	5	4	4	2	1	
Experience of premises and facilities management	D	4	5	5	5	3	1	5	5	4	2	2	
Knowing your school and community													
Links with the community	D	3	4	3	3	2	1	5	4	5	3	3	
Links with local businesses	D	3	3	1	1	1	1	5	3	5	2	2	

Knowledge of the local/regional economy	E	4	5	5	5	3	5	5	4	5	2	2
Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people)	D	5	5	5	5	5	5	5	5	5	4	3
Understanding of special educational needs	E	5	5	5	5	5	4	4	5	5	5	5

APPENDIX 7.5 FORMS

The forms are intended to guide Governor visits

- 7.5.1 Evaluation and Improvement
- 7.5.2 Strategic Direction
- 7.5.3 Literacy and Numeracy
- 7.5.4 Looked After Children
- 7.5.5 SEND
- 7.5.6 Religious Education
- 7.5.7 Pupil Premium
- 7.5.8 Behaviour & Safety
- 7.5.9 Sex and Relationships Education (SRE)
- 7.5.10 Safeguarding
- 7.5.11 Finance
- 7.5.12 Staffing

7.5.1 EVALUATION AND IMPROVEMENT

Date:		Name:	
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Link Governor	Chair or Vice Chair (Focus 1)
Focus	Governors contribute to the school's self-evaluation process and understand the strengths and areas for development

Criteria	What Should Be There	What You See
A clear structure for a challenging annual review of Governance is in place	<ul style="list-style-type: none"> The Governing Body has a structure 	
	<ul style="list-style-type: none"> The wealth of experience and knowledge means that they can support and challenge the school 	
Governors have some understanding of school data	<ul style="list-style-type: none"> Governors use their strengths to seek ways to support any weaknesses in the Governing Body, for example new appointments training 	
Key Governors have more detailed understanding of data. This leads to challenging conversations with key staff	<ul style="list-style-type: none"> Governors understand data related to their 'Link' roles. 	
	<ul style="list-style-type: none"> Key Governors challenge and support school leaders to drive standards further 	
	<ul style="list-style-type: none"> Governors have an excellent understanding of the school's strengths and weaknesses and support target setting for improvements 	

7.5.2 STRATEGIC DIRECTION

Date:		Name:	
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Link Governor	Chair or Vice Chair (Focus 2)
Focus	Governors' work shows a clear vision, ethos and strategic direction for the school

Criteria	Evidence/Impact	Comment
The aims of the school are ambitious and staff, Governors are able to articulate the visions and aims	<ul style="list-style-type: none"> Views of stakeholders are used to inform improvements 	
	<ul style="list-style-type: none"> Governors can articulate aims/vision and plans for school improvement 	
Head of School provide clear and detailed performance data	<ul style="list-style-type: none"> Governors understand school priorities in light of national and local issues 	
The improvement cycle is clearly aligned to the process of self-evaluation and reflects key priorities	<ul style="list-style-type: none"> Governors are engaged in monitoring progress in achieving key priorities within the SDP/SIP 	
Governors have good relationships with school and the wider community	<ul style="list-style-type: none"> Stakeholders know who the Governors are and are able to engage with them at organised times. 	
	<ul style="list-style-type: none"> Governors have a profile within the school 	
	<ul style="list-style-type: none"> Minutes reflect discussions with Governors 	
	<ul style="list-style-type: none"> Governor visits are recorded and impact on improvement 	

Date:		Name:	
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Link Governor	Chair or Vice Chair (Focus 3)
Focus	Governors' work shows a clear vision, ethos and strategic direction for the school.

Criteria	Evidence	What You See
The school aims are in place and secure	Staff aware of school aims.	
	School aims are part of development plans, prospectus and website.	
The work of the Governing Body is focused on and driven by the school's priorities	Discussion with Head Teacher and senior staff on priorities and how these are included in performance management and staff CPD.	
	The Governor understands school priorities.	
The School Improvement Plan is aligned with self-evaluation	Discussions with Head Teacher and senior staff.	
	Evidence of links between evaluation and improvement targets are clear.	
Staff know the Governors and their responsibilities	Minutes, visit reports reflect discussions aimed at boosting Governor involvement in the school.	

	Governor visits are recorded in school.	
	The Governor knows the staffing structure and roles of key staff.	
Governors have very good relationships throughout school and the wider community, which they use to listen to and consider the views of parents, pupils and staff	Governor discussions with parents, staff and pupils show evidence of their grasp of key issues.	
	Stakeholder feedback informs priorities.	
	The views of stakeholders impact on standards and are included in self-evaluation, staff performance targets, resource management, CPD	

7.5.3 LITERACY AND NUMERACY

Date:		Name:	
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Link Governor	Literacy, Numeracy and Key Subjects
Focus	The role of the Link Governor ensures the aim of literacy/numeracy and key areas of learning remain a high priority

General Questions		Evidence		
How is progress and achievement reported in key areas				
How is data from Maths and English used to inform priorities				
Subject	Budget Share %	Subject Leader	CPD	Issues
English				
Maths				

Literacy, Numeracy and Key Subjects Governor cont' over (1)

Subject	Budget Share %	Subject Leader	CPD	Issues
Science				
IT				
PHSCE				

7.5.4 LOOKED AFTER CHILDREN

Date:		Name:	
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Link Governor	Looked After Children (LAC)
Focus	The role of the Link Governor ensures that every LAC is accessing all of their statutory entitlements

Designated staff member	
Criteria	What You See
Is there sufficient support from the senior staff for the designated member of staff to carry out their duties?	
Is the policy fit for purpose and is there impact on practise?	
Are Education Health Plans in place for LAC?	
Is communication with carers, social services effective?	
What multi-agency support is accessed by school?	
How well are LAC learning in relation to peers?	
Does the school analyse data for LAC?	
Do priorities for improvement reflect data analysis?	
Any other issues?	

7.5.5 SEND

Date:		Name:	
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Link Governor	Special Educational Needs And Disability (SEND)
Focus	The role of the Link Governor ensures that every SEND pupil is accessing all of their statutory entitlements. Governors have legal duties regarding special education needs and disabilities under the Children and Families Act 2014.

Designated staff member	
Criteria	What You See
Comment upon the levels of help available for pupils/students in order to ensure access to the curriculum	
Comment upon pupils'/students' ability to participate fully in the life of the school.	
What activities are available?	
Are all pupils/students given equal access?	
How does the school identify the extent of pupils'/students' SEND? There should be an understanding of how the school works with pupils/students.	
How is SEND money from LA/EFA is allocated and spent?	

SEND Governor can't over (1)

Criteria	What You See
How does funding impact on resources?	
How efficient is the use of those resources?	
Does the review process reflect the changing needs of the school?	
What are the indicators which reflect that policy is effective?	

7.5.6 RELIGIOUS EDUCATION

Date:		Name:	
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Link Governor	Religious Education (RE)
Focus	Schools have a statutory duty to deliver a RE curriculum and daily acts of worship for all pupils unless parents provide written exemption information.

Designated staff member	
Criteria	What You See
The RE syllabus reflects the diversity within society and daily acts of worship are carried out for all children?	
The curriculum is broad and balanced promoting spiritual, moral, cultural development?	
The curriculum is published on line?	
The agreed syllabus – Standing Advisory Council on RE (SACRE) – reflects the fact that the religious tradition in GB is in the main Christian while taking into account the teaching and practices of the other principal religions represented in GB?	
Parents may withdraw their children from RE lessons. The school has a policy setting out their approach to provision and withdrawal?	

7.5.7 PUPIL PREMIUM

Name:

Link Governor

Pupil Premium

Focus

Visiting the school to find out about pupil premium expenditure. The Pupil Premium Link Governor may wish to meet the schools financial manager, data lead teacher, and/or others with a relevant role.

	Date	Name
Financial Manager		
Associate Director		
Data Lead Teacher		
Other staff member		
Criteria	What You See	
How effective is the school's pupil premium policy in supporting the target groups?		
How confident are you that the pupil premium grant is spent appropriately on the intended target groups		
Is the pupil premium funding kept separate from general school resources so it can be specifically and identifiably used as intended?		
How is the allocation of the pupil premium decided?		

Pupil Premium Governor cont' over (1)

Criteria	What You See
What is the pupil premium used for?	
How is the progress of different groups of pupils monitored so that the school can identify any underperforming groups?	
How does the attainment of pupil premium pupils as a group compare with others?	
What would you say are the main challenges in the use of the pupil premium, and how is the school working to overcome them?	
What benefits can you see from the allocation of the pupil premium?	
Is there anything that the Governing Body should be aware of that could help the school gain the maximum advantage from the pupil premium?	

7.5.8 BEHAVIOUR & SAFETY

Date:		Name:	
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Link Governor	Behaviour & Safety
Focus	To develop a better understanding of how the school manages behaviour.

Designated staff member	
Criteria	What You See
Have you read the most recent Ofsted report?	
What are the current standards of behaviour?	
Does the school communicate, to pupils and parents, the behaviour it expects?	
Is the school's behaviour policy related to policies such as exclusion?	
Do the self-evaluations and the development plan report upon behaviour?	
Do members of the leadership team who have responsibility for behaviour, report on current issues and the impact of interventions?	
What do the opinions of pupils/parents/staff regarding behaviour in the school suggest?	

How do stakeholder views have an impact on school practice?		
Link Governor	Behaviour & Safety	
Focus	To develop a better understanding of how the school manages behaviour.	

Designated staff member	
Criteria	What You See
What issues have you covered in discussion with staff?	
How is careers guidance contributing to the strategic priorities?	
How is careers guidance contributing to pupils' learning?	
Are there appointments of School Governors from the business community?	
How does the school facilitate partnerships with local businesses in liaison with the Employability Project?	

7.5.9 SEX AND RELATIONSHIPS EDUCATION (SRE)

Link Governor	Sex and Relationships Education (SRE)
Focus	To develop a better understanding of how the school manages and implements its SRE policy.

Designated staff member	
Criteria	What You See
Have you read the school SRE policy?	
How does SRE fit in with related areas of the curriculum, for example, personal, social, health and citizenship education (PHSCE) or science?	
What issues did you identify during your visit of including meeting with the member of staff responsible for SRE?	
How well is the policy resourced?	
Effectiveness of the policy and any particular issues of note	
What challenges are there in delivering effective SRE?	

Criteria	What You See
How effective is the SRE policy in providing for quality SRE?	
How confident are you that the policy and practice meet statutory requirements?	
How is the SRE content decided?	
Who is consulted in matters of SRE provision?	
How well do you feel that pupils respond to SRE?	
Are there any resourcing issues that the Governing Body ought to be aware of?	
How is the quality of SRE monitored and how effective is the monitoring process?	

Criteria	What You See
What are the main challenges in the delivery of SRE and how are you working to overcome them?	
Is there anything else that the Governing Body should be aware of that could help to improve or further the delivery and effectiveness of SRE?	

7.5.10 SAFEGUARDING

Link Governor	Safeguarding
Focus	As the Governor responsible for safeguarding children/young people there is an essential role in ensuring they are kept safe from harm. The Child/Adult Safeguarding Governor plays an important role in ensuring oversight and scrutiny of safeguarding policies, procedure and practice on behalf of the full Governing Body.

Designated staff member			
Criteria	Further Guidance	Evidence of compliance	Action req. Y / N
1. The school has developed a safeguarding and child protection policy which is reviewed annually and conforms to statutory requirements and NSCB procedures. The policy is clearly dated, highlighting the timescale for review.	Working Together to Safeguard Children 2013 Keeping Children Safe in Education 2014	Date policy was last reviewed:	
2. The policy is easily accessible and understood by all staff and volunteers. Parents are made aware of the school's statutory responsibilities in accordance with the policy.			
3. The Head teacher and at least one Governor have completed safer recruitment training.		<i>Training Log, certification</i>	

Safeguarding Governor cont' over (1)

Criteria	Further Guidance	Evidence of compliance	Action req. Y / N
4. The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children including all relevant Disclosure & Barring Checks.			
5. All safer recruitment checks are evidenced in the Single Central Record and this checked regularly for accuracy.	List from HR.		
6. Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with NSCB guidance and locally agreed inter agency procedures	Keeping Children safe in Education DoE 2014		
7. A member of the governing body (usually the chair) has been nominated to be responsible for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Head teacher			
8. The school has developed a code of conduct for staff that clearly outlines the school's expectations in relation to the behaviour of all staff and volunteers.			

Safeguarding Governor cont' over (2)

Criteria	Further Guidance	Evidence of compliance	Action req. Y / N
9. Senior Designated Professional: A senior member of the school's leadership team has been designated to take lead responsibility for dealing with child protection issues, to provide advice and support to staff and work with other agencies.	Keeping Children Safe in Education (DoE 2014)		
10. There is an alternative person identified to fulfil the role in the SDP's absence.	Keeping Children Safe in Education (DoE 2014)		
11. All SDPs are suitably trained in accordance with statutory guidance.		Training Log, certification	
12. All other school staff have undertaken appropriate training about their role and responsibility and refresher training at three yearly intervals.		Date of last training:	
13. Members of the Governing Body have received suitable training in order to ensure that the school fulfils statutory responsibilities for safeguarding.			
14. Temporary staff and volunteers who work with children are made aware of the schools' arrangements for child protection and their responsibilities at induction.			

Safeguarding Governor cont' over (3)

Criteria	Further Guidance	Evidence of compliance	Action req. Y / N
15. The school keeps up to date records of all staff safeguarding training including levels of training and dates.	Training log	Date of last training:	
16. The Governing Body regularly receives a report outlining how the school is fulfilling the statutory requirements for safeguarding; these reports and any identified actions are clearly referenced in the minutes of meetings.	Template Safeguarding Report to Governing Body		

Question	Comments/Evidence	Action needed Y/N
Planning		
How does the school encourage collaboration with other agencies and services e.g. health professionals, CAMHS, school attendance services?		
What is the policy on professional development for all staff in contact with vulnerable children?		
How does the school assist local authorities with requests to provide data on attendance, attainment and exclusions?		
Raising awareness		
What safeguards does the school have in place for sharing sensitive information about individual looked after children with relevant staff members?		

Safeguarding Governor cont' over (4)

Question	Comments/Evidence	Action needed Y/N
What is the procedure for liaising with carers/residential children's homes and social services to ensure that the school has relevant information about a child's care history?		
How are the child's achievements communicated to the carer?		
Admissions		
What are the arrangements for welcoming new (looked after) pupils and do they take into account that looked after children (perhaps arriving mid-term) may have additional support needs?		
What does the school do to ensure that new admissions are well supported by their peers?		
Recording and reporting		
Who reviews and keeps the child's ECH plan up-to-date?		
Who updates school records with current addresses of carers, birth parents, social worker, etc?		
How does the school record who is entitled to a child's report, receives invitation to parents' evenings and other school events?		
Are carers given a named person, such as the designated teacher, to contact if they have concerns?		

Question	Comments/Evidence	Action needed Y/N
Are carers asked to sign the home school agreement even when their child may be placed temporarily in the school?		
What steps have been taken to ensure that carers have understood and signed the home school agreement?		
Does the school charging policy need to be changed to ensure better take-up of trips among groups of children, such as those who are looked after?		
Curriculum		
Are a range of study support and out-of-school opportunities such as homework clubs, careers guidance and work experience available to looked after children even if they join school mid-year?		
Have the needs of looked after children been considered in the context of the school's curriculum policy?		
Is flexible personalised learning available to looked after children?		
Does the school have a good baseline of information – informed by transfer of school records and thorough assessments – so that barriers to learning are quickly identified and actions are put in place to secure each pupil's progress?		

Question	Comments/Evidence	Action needed Y/N
Promoting high expectations and achievement What targets are there for looked after children in the school?		
Does the school include measures of individual children's progress?		
Is there good liaison with foster carers and children's homes to support children's learning? How does the school celebrate the educational successes of looked after children?		
How are looked after children encouraged and supported to access taster activities for further and higher education?		
Are looked after children engaged in the gifted and talented programme?		
SEND		
How are carers/social workers involved in assessments and reviews?		
How are young people involved in reviews and target setting?		

Question	Comments/Evidence	Action needed Y/N
Is the level of support given to looked after children with special educational needs sufficient considering their status?		
Are there particular staff training needs in connection with meeting the needs of looked after children?		
Exclusion		
Is there any trend in exclusion rates of looked after children?		
What strategies do the school use to avoid exclusion of vulnerable children including looked after children?		
Is the appeal process fully explained to social workers and foster carers when a looked after child is excluded?		
Has the appropriate person/team in the local authority with responsibility for children missing education been notified of the child's exclusion?		
Does the school take vulnerable children, such as looked after children, excluded from other schools?		

Question	Comments/Evidence	Action needed Y/N
What are the reintegration arrangements for looked after children who have been excluded?		
What other agencies are working with the child and have they delivered the necessary support e.g. clinical psychology/CAMHS?		
Promoting Health		
Are the needs of looked after children considered in health-promoting schemes such as study support and out of school hours activities? Do the citizenship and PHSE curricula take full account of including children whose experiences and understanding of 'family' may be different?		
Pastoral support		
What targeted interventions can the school initiate that focus on groups of children who have known risk factors, such as being in care?		
How does the school behaviour policy pre-empt escalating behaviour problems?		

Safeguarding Governor cont' over (9)

Question	Comments/Evidence	Action needed Y/N
How does the school ensure that initiatives such as lunchtime clubs and anti-bullying work, include specific vulnerable groups such as looked after children?		
Does the school have procedures for contacting relevant professional help for specific problems, e.g. local authority Behavioural Support Team, CAMHS, educational psychology		
Are carers contacted on the first day of any unexplained absence?		
Is the Governing Body aware of additional funding streams?		
Are carers aware of the school's anti-bullying policies?		
Study support		
Is one-to-one tuition provided for every looked after child?		

Safeguarding Governor (10)

7.5.11 FINANCE

Name:

Link Governor

Finance

Focus

To ensure financial accountability arrangements are in force in the school

Criteria	What You See
Does the school use financial controls that meet LA requirements?	
Does the school submit an annual budget plan and share information with Governors?	
How is the allocation of money to staffing and other resources decided?	
How confident are you that the delegated budget is spent appropriately?	
What does the school do to ensure 'value for money' ?	
Does the school complete a Consistent Financial Reporting return annually?	

Finance cont' over (1)

Criteria	What You See
Does the school complete an SFVS (School Financial Value Standard) return annually? Does the school have a clear timetable and adhere to this for any remedial action needed? Does the Chair of governors sign a copy of the completed SFVG	
Does the school complete Benchmarking on a regular basis?	
Does the school have other bank accounts and are these audited annually? Do they have a voluntary constitution drawn up?	
Is there evidence on how Pupil Premium is used?	
Does the school have a Charging for School Activities policy?	
Does the school have a Permit issued under section 19 of the transport Act 1985 for the school mini bus? (This is required if charging for trips and the mini bus is used for transportation)	
Does the school have a Governors Expenses Policy?	

Finance cont' over (1)

What has the DFC (Devolved Formula Capital) monies been spent on recently?	
Is there anything that the Governing Body should be aware of that could help the school gain the maximum advantage from the delegated budget	

7.5.12 STAFFING

Name:

**Link
Governor**

Staffing

Focus

Criteria	What You See
Does the school keep the Central Record up to date?	
Appointing staff: Are employers aware of their responsibilities regarding discrimination and equality when recruiting and throughout the employment?	
Appointing staff: Is there evidence of 'keeping children safe in education' when carrying out employment checks?	
Does the school have NQTs? What is in place to support the NQT?	
Pay and Conditions of Service	
What is the school's policy on staff appraisals?	

Staffing continued

What are the Discipline, Grievance and Capability Procedures?	
Does the school have courses that staff participate in regularly e.g. Safeguarding, Prevent, Team-Teach?	

Hillcrest School Cramlington



Governor Monitoring Visits Policy

Date established by governing body

Autumn Term 2016

Date for full implementation

Immediately

Date for review

Autumn Term 2018

Context

One of the key roles and responsibilities for the Governing Body is to monitor the progress and performance of the school. Undertaking visits demonstrates the Governors' role in the strategic management of the school by helping to hold the school to account and evaluate its progress. Each Governor is encouraged to make at least one visit per term during school time and governors will often monitor an area of the School Development Plan in pairs in accordance with an agreed timetable.

Visits enable Governors to:-

- See the school at work and observe the range of attitudes, behaviour and achievements
- Get to know the staff and demonstrate their commitment to the school
- Give active support to the staff and the activities of the school
- Be aware of the effect of change and different approaches to teaching and learning
- Evaluate resources and discuss with staff further requirements
- Gain first hand information to assist with policy making and decision taking
- Work in partnership with the staff

Before making a visit Governors will

- Contact the Headteacher and agree a date, time and focus for the visit linked to our School Development Plan
- Clarify the etiquette, courtesies and expectations for the visit
- Plan which classes will be visited
- Draw up a timetable for the visit with the Deputy Headteacher or subject-coordinator

- Deputy Headteacher and/or the subject coordinator ensure that all staff are aware of the visit and the expectations on them.

On the day of the visit the Governor will remember to:-

- Act as an observer and only participate in the class at the invitation of the teacher
- Respect the professionalism of the teacher, supporting but not interfering
- Be calm and enjoy the visit

After the visit the Governor will:-

- Remember to thank the teachers and children
- Meet with the Headteacher, if she is available, to give a verbal report, and raise any issues that arose
- Complete the Governor Visit Proforma, reporting on the focus area.
- The completed form should be given or emailed directly to the Headteacher and then, after any possible alterations, the form will be circulated to the governing body and staff
- Governors must report without giving opinions and where possible individuals should not be able to be identified, (using initials is acceptable).
It is important to remember that visits are a snapshot in time, and judgements should not be made arbitrarily.

The visit is not about:-

- Inspection
- Making judgements about the professional expertise of the teacher
- Checking on your own children
- Pursuing a personal agenda
- Arriving with inflexible pre-conceived ideas

Summary

Governors are an important part of the school team and are welcomed into the school by staff. It is important that Governors remember to respect the professionals and the children, support the Headteacher and the staff, and acknowledge that they represent the full Governing Body. If the agreed principles and procedures are followed then Governor Visits will be an enjoyable experience for all involved, and will result in effective monitoring by the Governing Body, which will contribute to continued school development.

Advice on conducting classroom visits

Rationale

The Governing Body at Hillcrest has a responsibility to keep in touch with what is happening in the classroom. Although their role is strategic, it is important that they have some understanding of the practicalities of the job. Meeting children, talking to staff and seeing lessons underway will help members of the Governing Body to understand some of the issues they are required to discuss and make decisions about with greater clarity.

Objectives

The Governing Body should aim to:

- Inform their decision-making by having visited at least one lesson during the year.
- Be aware of the feelings of members of staff and the issues they face by having had a more lengthy discussion with at least one member of staff during the year.
- Read and keep up-to-date with school newsletters and other documents that are set out.
- Keep up-to-date with their nominated class, introduce themselves and spend time discussing the school with some of the children from the class.

Roles and Responsibilities

Some of our Governors are already linked to a particular subject. They are:

Link Governor for Leadership and Management	Mrs J Hall
Link Governor for Teaching Learning and Assessment	Miss J Reid
Link Governor for Behaviour Safety and Welfare	Mr S Hobson
Link Governor for Finance	Mrs A McIntyre
Governor linked to 16-19 Study Programme	Mrs A Avery

In addition to this, we aim to link most Governors to a subject they have a particular interest in. This does not mean that their visits should be exclusively geared to that subject. However, it is anticipated that at some point during the year they will take time to talk to the subject leader.

What to Avoid

It is important for all parties to note that governors' visits are not a form of inspection and do not involve governors making a judgement about teaching in any official capacity. That remains the responsibility of the Headteacher and other education professionals.

It might be wise for governors to avoid visiting classrooms where their own children are present. It can cause discomfort for everyone! They should also be aware of 'pursuing personal agendas' and make sure they fulfil the code of conduct as it is outlined here.

Please remember that members of staff are very busy people whose first priority must be the children. There may be times when arrangements have to be changed or alterations made. Please be sensitive to the circumstances and flexible in your expectations. No two days are ever the same.

Keep an open mind about what you see.

Education and classrooms have changed a great deal since we were at school and practice is very different. Don't expect to see the formal type of lesson you might remember from your own childhood.

By all means ask questions (preferably at the end of the lesson) but be sensitive to the extra demands of differentiation and inclusion that teachers now face.

Ground Rules

	Always	Never
Before	<ul style="list-style-type: none"> -Arrange details of visit. -Agree purpose of visit -link to SDP -Discuss the context of the lesson to be observed. -Agree role within the lesson 	<ul style="list-style-type: none"> -Turn up unannounced
During	<ul style="list-style-type: none"> -Keep to the role agreed -Keep questions for the class teacher until after the visit is over -Please remember confidentiality -Stick to the times and purpose agreed 	<ul style="list-style-type: none"> -Assume a different role -Walk in with a clipboard -Interrupt the teacher -Distract the pupils from their task

	-Be sensitive to the mood in the classroom and the expectations of the children.	
After	-Thank the teacher and the pupils -Discuss the visit with the teacher at their convenience -Feedback to the governing body	-Leave without acknowledgement -Break rules of confidentiality

Providing Feedback

The **Governors' visits report** pro forma should be completed as soon as possible after the visit.

The report should be copied to:

- The Headteacher
- The subject leader, if applicable

Then presented at the next Governing Board meeting

Policy Review

The policy should be reviewed every two years. The key questions should be:

- Has every Governor visited at least three sessions during the year?
- Has every Governor had a conversation with the subject leader they are linked to?
- Are our visits achieving the potential benefits identified in this policy?
- Are the Governor visits effective and focused?
- Have there been any unexpected benefits?
- How can we further improve our policy and practice?

MONITORING, EVALUATION AND REVIEW

This policy will be reviewed annually and its effectiveness evaluated and amended in light of the findings of the evaluation.

Date of this policy: November 2016

Review date: November 2018

Policy approved by:

.....
Mrs Mead
Head Teacher

.....
Mrs J Reid
Chair of Governor

Date signed.....

Governors Visits to School

<u>Name:</u>		
Date of Visit		Time in school:
Focus Area:		
Overview and impression		
Observation of Focus Area		
Evidence Seen		
Impact: Progress v Areas to Develop		

Governor visits' monitoring and evaluation record

Date, time, length of visit		
Name of Governor Visiting		
Responsibility area		
Staff member(s)/Class involved		
Purpose of visit		
Area of Focus Every Child Matters	Area of Focus Post Ofsted Action Plan	Area of Focus School Development Plan
Outcome of Visit. (Effective v Non Effective)		
Impact on Focus Area		
Issues for the Governing Body		

Teachers / Head teachers comments
Follow-up actions / suggested focus for future visits
Signed Governor..... Signed Chair of Governor Signed Headteacher

Monitoring the School Development Plan

Focus Area in School Development Plan:	
Source of evidence of progress	Comment and Impact
Evaluation and Impact (So What?)	

Signed:.....Governor
 Date:.....

Signed:.....Governor
 Date:.....