

The Grove School

Governor Handbook

REVIEWED JULY 2023 BY MRS DERRIES, HEADTEACHER/SHARED WITH
GOVERNORS

Governor Handbook

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New governors should expect to receive a number of documents from their school. These can be obtained from the school and include:

- Link to the school website www.thegrove.northumberland.sch.uk
- the school prospectus
- recent school newsletters
- a calendar of school events
- a copy of the School Development Plan (SDP)
- a copy of the school's latest OFSTED report
- a full list of staff and the staffing structure
- copies of key policy statements
- information regarding the school targets
- a copy of the last Annual Progress Review (APR) from the Local Authority
- papers from the last full Governing Body meeting

We also encourage you to make an appointment with the Head Teacher or Chair of Governors to take a tour of the school prior to attending your first full Governing Body meeting.

Joining an existing well established team can be a daunting prospect even for the most self-confident. Many new governors have confessed to being quite bemused during their first meetings and some feel unprepared for the barrage of papers with which they were greeted.

New governors come from varying backgrounds; some have knowledge of the school and of educational matters in general whilst others know less. In order to be effective, every governor needs some basic knowledge about their school and needs to be able to set this against a wider understanding of education. For both new and experienced governors there are training courses run by the Local Authority (LA). All governors are encouraged to take advantage of the training on offer.

Congratulations on becoming a valued member of the largest voluntary organisation in the UK.

Why Have Governing Bodies?

To help schools provide the best possible education for their pupils by:

- thinking and working strategically to help raise standards
- monitoring and evaluating progress towards priorities and targets
- supporting the Head Teacher and staff as well as challenging their expectations
- accounting to all stakeholders for the school's performance and for the decisions they make

Why Become a School Governor?

There are many benefits to becoming a school governor. As a school governor, you will have the opportunity to:

- develop new skills and to strengthen existing ones.
- work with a wide range of people from a variety of social, cultural and religious backgrounds
- gain an idea of how schools are run and how the education system works
- enjoy the personal satisfaction and sense of achievement of working to improve the school
- enjoy using your skills to the good of the local community

Composition of the Governing Body

The instrument of government states the composition of a Governing Body. Governing bodies now have considerable latitude in determining size and membership. There must be between nine and 20 governors on a school's Governing Body. There are differences in the composition of governing bodies in accordance with the type of school.

Community Special Schools

The Governing Body consists of parent, staff, Local Authority and Community governors and Associate Members. The Governing Body at The Grove School is currently made up as below:

Name	Category of governor
Mr Laurence Pearson Chair of Finance Committee	Community Governor
Mrs Penny Derries Finance Committee Staffing Committee	Headteacher/Staff Governor
Miss Lee Waugh Staffing Committee	Staff Governor/Deputy Headteacher
Mrs Glynis Gower Staffing Committee	Local Authority Governor
Mrs Chris Serle Staffing Committee	Parent Governor
Mr George Murray (Chair of Governors) Chair of Staffing Committee	Co-opted Governor
Mr Steven Scott Staffing Committee	Local authority Governor
Mr David Hogg (Vice Chair of Governors) Finance Committee	Parent Governor
Mrs Lorna Stevenson Finance Committee	Associate member
Mrs Helen Rutherford Finance Committee	Associate member

What School Governors Do

A school Governing Body has a strategic role in the development of the school but does not become involved in day-to-day management issues – that is the role of the Head Teacher.

Governors are there to:

- **provide a strategic view** - help to set and maintain the broad framework within which the Head Teacher and the staff should run the school
- **act as a critical friend** - provide the Head Teacher with support and offer advice and information but also to provide some challenge. The Governing Body is there to monitor and evaluate the school's effectiveness and governors should therefore be prepared to ask challenging questions
- **to ensure accountability** - the Head Teacher and staff report to the Governing Body on the school's performance. In turn the Governing Body is accountable to all stakeholders on the school's overall performance

Who Are School Governors?

School governors are in place to ensure schools are well run. They are volunteers who help to decide on the direction, focus and ethos of the school.

Governors represent school staff, parents and the local community. This means that school decisions are made by people with a wide range of experience and views.

Different types of governor:

Parent Governors - parents or carers elected by other parents or carers with children at the school;

Staff Governors - the Head Teacher and staff members elected by teaching and support staff;

Community Governors - individuals chosen by governors from the local community who represent community interests;

Local Authority Governors - appointed by the Local Authority who take regard of the skills and experience which schools require and appoint candidates who support the schools' ethos and mission;

Associate Members - a discretionary category appointed by the Governing Body from individuals who may be able to make specific contributions, but who is not a governor and has no vote at full Governing Body meetings but may have limited voting rights at committee level.

The Seven Principles of Public Life

From the Second Report of the Committee on Standards in Public Life (The Nolan Committee):

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

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

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

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

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

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

Governing Bodies Do:

- set the overall budget for the school
- decide on the number of staff
- decide on the level of pay for teachers
- help to decide the priorities for the school when the School Development Plan is being developed
- ensure the National Curriculum is taught to all pupils
- set targets for pupil achievement
- publish national test and exam results
- compare the performance of their school to similar schools
- receive information about the quality of teaching in the school
- have a published strategy for dealing with parental complaints and concerns
- ensure health and safety issues are addressed
- set the times of school sessions
- consult the Head Teacher when making decisions
- ask challenging questions
- help develop school policies and procedures
- consider the repair and maintenance of school buildings
- consider the use of school premises outside school hours
- appoint committees of governors to look at specific issues such as finance, staffing, curriculum and premises.

Governing Bodies Don't:

- inspect the school
- report on the quality of teaching after visiting the school
- authorise all expenditure
- share concerns about staff capability
- decide on how pupils are taught different subjects
- have the right to exclude a pupil
- write the school's policies on their own
- rubber stamp recommendations from the Head Teacher
- automatically approve all apologies for absence for meetings set by governors
- need to be aware of the performance objectives which had been set for individual teachers
- write the OfSTED action plan

The Head Teacher is responsible for:

- the internal organisation, management and control of the school
- formulating aims, objectives and policies for the Governing Body to consider adopting
- advising on and implementing the Governing Body strategic framework
- giving governors the information they need to help the school raise its standards
- reporting on progress at least once every school year

What Makes an Effective School Governor?

- you care about improving children's educational attainment
- you want to work as part of a team and can value and respect the contribution made by different people
- you are willing to listen, learn and to ask questions
- you are open to ideas and have a feel for what is important to people
- you are enthusiastic
- you can commit time and energy
- you will attend relevant training

What Does The Effective Governor Need to be Familiar With?

- the recent history of the school
- the type of school and the nature of the pupil intake
- the number of pupils on roll and projected future numbers
- how the school is staffed, organised and managed
- the status of the school budget
- the contents of the School Development Plan
- the curriculum provided at the school
- the range of extra curricular activities on offer and the nature of any Extended Services
- the school policies
- how the school communicates with parents, other schools and the community
- the layout of the buildings, grounds, their suitability and state of repair

How Much Time Do Governors' Give? - A governor's term of office is usually for four years, but as a volunteer you can resign at any time. Previous governors can normally apply to be reappointed or re-elected if they wish to return and are still eligible.

Your main task is to attend meetings of the school Governing Body. Meetings of the full Governing Body normally take place once a term and each committee normally meets once a term, but may meet more frequently. You should clarify with your Governing Body the time commitment required.

Governors also visit school as part of their role in monitoring and evaluation to observe practice, meet with staff and to familiarise themselves with the school. Governors are welcome, by invitation, to attend school performances, events and some staff training.

Am I Entitled to Any Time Off Work to Undertake My Duties as a Governor? - Under employment law, employers must give employees who are school governors "reasonable time off" to carry out their duties. The employee and employer have to agree on what is "reasonable time" off. Issues to be considered when arranging time off with your employer include:

- how much time is needed to carry out your governor duties
- whether the employee also has time off work for other activities
- the circumstances of the employer's business and the impact the employee's absence may have on it

Employers do not have to give time off with pay. The Department of Trade and Industry has an online guide relating to time off to undertake public duties which you can find on their website.

Governors' Allowances Policy - Many governing bodies have a governor allowances or expenses policy. Allowances/expenses may include childcare expenses, support for governors whose first language is not English, telephone bills, photocopying, postage, travel and stationery.

The Grove School Governors' Allowances' Policy and a claim form that can be submitted are included at Appendix One.

What Training and Support Will I Receive as a Governor? - All new governors are strongly recommended to attend at least the induction course provided by the Northumberland County Council. Governors attending training courses are given an opportunity to report on the course at each Governing Body meeting.

Support includes:

- a Guide to the Law for School Governors at www.governor.net.co.uk
- the Local Authority training programme for governors
- newsletters and briefing material from the Local Authority
- information and support from colleagues in school
- governor.net (www.governor.net.co.uk). An excellent website, with discussion facilities and up to date information on all aspects of governance
- The key for School Governors, useful support at www.thekeysupport.com

Who Can Become a School Governor? - Anyone can apply to be a school governor, however:

- A governor must be aged 18 or over at the time of their election or appointment.
- A person cannot hold more than one governorship at the same school.

A person is disqualified from holding or from continuing to hold office as a governor or associate member if they:

- are at any time during their period of office detained under the Mental Health Act 1983
- have failed to attend the Governing Body meetings for a continuous period of six months, beginning with the date of the first meeting they failed to attend, without the consent of the Governing Body (not applicable to ex officio governors)
- are bankrupt
- are subject to a disqualification order or disqualification undertaking under the Company Directors Act 1986, a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989, a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002, or an order made under section 492(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order)
- have been removed from the office of charity trustee or trustee for a charity by the Charity Commissioners or High Court on grounds of any misconduct or mismanagement, or under Section 7 of the Law Reform (Miscellaneous Provisions) (Scotland) Act 1990 from being concerned in the management or control of any body
- are included in the list of teachers or workers prohibited or restricted from working with children or young people
- are disqualified from working with children
- are disqualified from being an independent school proprietor, teacher or employee by the Secretary of State for Education and Skills
- have received a sentence of imprisonment (whether suspended or not) for a period of not less than three months (without the option of a fine) in the five years before becoming a governor or since becoming a governor
- have received a prison sentence of 2.5 years or more in the 20 years before becoming a governor
- have at any time received a prison sentence of five years or more
- have been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a governor
- refuse an application being made to the Criminal Records Bureau for a criminal records certificate.

Governing Body Meetings

Frequency, notice & duration of meetings - Meetings of the Governing Body at The Grove School are normally scheduled from 3.00pm to 4.00pm once each term. You will usually be given at least a term's notice of the next full Governing Body meeting date. You should receive your papers seven days before the meeting. The papers set out details of the date, time and place.

Governing bodies must hold at least three Governing Body meetings per year. In practice they may meet more often. In addition, committees or working groups of governors also have to meet as necessary. At certain times of the school year governors have particular business to settle, for example the budget. These occasions are predictable, and so are built into a planned schedule of meetings, which are set out at the start of the year.

Agenda - The agenda, which will be contained with your notification for the meeting, will list all the items that are to be discussed at the meeting. Consider the agenda carefully before the meeting and make notes where there are items of particular interest or importance to you or where you want to ask a question.

You have the right to request that an item be placed on the agenda by contacting the Chair or clerk a few weeks before the meeting. If "Any Other Urgent Business" features on your agenda and you wish to raise an issue under this item you must discuss this with the Chair prior to the start of the meeting so the Chair can evaluate whether the meeting is an appropriate forum for the issue and can allow sufficient time for discussion.

Quorum - If a meeting of the Governing Body can not be held for a lack of a quorum (50% of current membership) or has to be terminated on that account before all agenda items have been completed, the clerk must convene a further meeting as soon as reasonably practicable. If the Governing Body decide to terminate the meeting before all agenda items have been completed, it must first fix the date and time for a further meeting at which the outstanding items will be considered and must direct the clerk to convene that meeting accordingly.

Governors need to consider the time and date of their meetings and their committees. They should take account of the personal commitments of individual governors. It is important that the timing should not always rule out a particular governors' attendance.

Minutes - The clerk takes minutes of the meeting which are a record of what happens at that meeting. The Head Teacher and Chair of Governors receive a draft version of the minutes from the clerk. All governors are given the opportunity to confirm them as a true record and raise matters arising at the next meeting. Once approved by the full Governing Body, the minutes are a public record. Our current Clerk is Mrs Linda Papaionnou, School Support Officer from Northumberland County Council

General School Governing Body Structure – The Grove School operates two active committees of the Governing Body these being:

- Staffing Committee
- Finance Committee

Current membership of these Committees is as listed on page 4 of this document.

Head Teacher Performance Review: George Murray and David Hogg

Whilst each Committee has a specific area of responsibility the support of other committees may need to be sought before decisions can be actioned. The Governing Body define terms of reference for each of the working Committees and the extent of their delegated authority. These can be found in Appendices Two and Three. Committee minutes are reported to the Governing Body at their next full meeting.

Financial Matters

Register of Pecuniary Interests - Governors and school staff have a responsibility to avoid any conflict between their business and personal interests and affairs and the interests of the school. One important means by which a school may demonstrate it is applying these principles by maintaining a Register of Pecuniary Interests. Such a register must be maintained for Governors and Head Teachers and must be freely available for inspection and reviewed annually or as and when an interest arises.

Responsibilities – Setting the Annual Budget; The Governing Body is responsible for setting your school's annual budget, after governors and the School Leadership Team have completed the strategic planning for the next year. It is usual practice for the Finance Committee to cost the plan and any options proposed. The Finance Committee have delegated authority to approve the budget on the Governing Body's behalf.

School Financial Value Standard (SFVS) - Prior to SFVS, all schools were required to meet the Financial Management Standard in Schools (FMSiS) by March 2010 which was an externally assessed by auditors. Unlike FMSiS, the SFVS is not externally assessed, but completed by senior staff and Governors and then forwarded to the Local Authority. LAs use schools' SFVS returns to inform their programme of financial assessment and audit. LA and other auditors will have access to the standard and when they conduct an audit can check whether the self-assessment is in line with their own judgement. Auditors would make the governing body and the LA aware of any major discrepancies in judgements. The SFVS consists of questions which governing bodies should formally discuss annually with the head teacher and senior staff. Depending on the answers to the questions, the governors should summarise remedial actions and the timetable for reporting back. Governors should ensure that each action has a specified deadline and an agreed owner. The governing body has delegated the consideration of the questions to the Finance Committee and the Chair of Governors must sign the completed form and it is then submitted to the Local Authority.

Your Finance Committee has, at the very least, the following tasks to perform:

- preparation of draft budget
- appraising different expenditure options
- assessing expenditure bids
- forecasting rolls and expected income levels
- monitoring and adjusting in-year expenditure
- ensuring accounts are properly finalised at year end/reviewing outturn
- evaluating the effectiveness of financial decisions
- the administration of voluntary fund
- overseeing and involvement in SFVS self assessment

Budget Monitoring - The Governing Body is an incorporated body. It is desirable for the Governing Body to ensure that it meets its statutory responsibilities in respect of the financial management of the

school. A Governing Body that has good financial management competencies will fulfil its financial roles and responsibilities by:

- Being a more effective “Critical Friend” to the School Leadership Team, especially the Head Teacher and the School Manager and to provide a clearer strategic lead on Financial Management issues.
- Ensuring the school is properly accountable for the financial aspects of its performance.
- Fulfilling its roles and responsibilities within the School Financial Value Standard self assessment.

As a result, the school is more likely to:

- deploy resources in line with its priorities
- achieve planned levels of financial performance
- be successful when bidding for additional funding
- receive favourable assessment from internal audit and OFSTED
- ensure value for money

The Productive Governing Body:

- works together as a group and makes decisions collectively as a team
- delegates
- takes reasoned decisions and follows them through
- holds meetings that are focused, a manageable length and achieves their aims
- supports the pupils, parents, staff and Head Teacher
- works closely with the Head Teacher

Be Prepared for a Meeting:

- read the papers before the meeting
- know who all the governors are
- make sure you have all the necessary papers
- prepare your thoughts and questions before the meeting
- bring with you a pen, your diary and your annotated papers

Attendance - Any governor who, without permission, is absent from meetings of the full Governing Body for a continuous period of six months will cease to be a governor. If you need to offer apologies for a meeting this should be done through the Chair or the clerk in advance of the meeting with the reason for your absence noted. An apology does not mean automatic consent for absence.

Confidentiality - Governing Body meetings are not open to the public. Visitors may attend by invitation but may be asked to leave if a confidential item is discussed.

Governors observe confidentiality regarding proceedings of the Governing Body in meetings and from their visits to school as governors. How an individual governor votes should always be regarded as confidential?

The minutes of any part of the meeting that are confidential should be kept separate. In the main confidential items will be those where the privacy of an individual needs to be respected.

Governors should exercise the greatest prudence if a discussion of a potentially contentious issue affecting the school arises outside the Governing Body. The intention of the law is that governors should be accountable and business should be transparent with any confidential items being kept to a minimum. Any old documents governors wish to dispose of should be shredded, given the sensitive nature of some of the information.

The Role of the Chair - The tasks of an effective Chair as listed by OfSTED are as follow:

- give a clear lead in organising the governing bodies work, delegate and ensure other governors are fully involved
- manage meetings effectively
- keep other governors fully informed
- hold regular meetings with the Head Teacher
- co-operate with other agencies to support school improvement

The Chair has a pivotal role to play in helping the Governing Body work as a team. The Chair must have a clear view of the Governing Body and understand the shared visions for the school and know how that vision is to be achieved.

A Guide to the Law for School Governors

This is a quick reference guide to the law for governors. **Remember in the Guide to the Law the meaning of the following words are:**

- “Must” means law
- “Should” means strongly recommended
- “May” means the Governing Body’s choice

Many responsibilities, where the Governing Body has the legal responsibility, are carried out by the Head Teacher and staff. The Governing Body needs to ensure they are happening; not necessarily perform them themselves. Delegating some decision-making to the Head Teacher is very common and good practice. The Governing Body must agree what decisions will be delegated annually. The Head Teacher has day-to-day responsibility for staff management and the running of the school. The Chair can take decisions in an absolute emergency but must report back to the Governing Body when this happens.

The Headteacher welcomes all advice, constructive criticism and questions, please arrange a meeting to discuss aspects which may help to improve the school.

Top Tips for Governors in the First 12 Months

By Judy Burgess (Educational Consultant for Governance)

- don’t bring up issues about your own children at Governing Body level
- consider the best interests of the school
- remember you are equal to all governors
- remember decision-making is corporate, bring your view, but abide by the corporate decision
- you have no power, responsibility or liability as an individual
- get to know your school, speak to the Head Teacher, the Chair and the clerk
- ask for a mentor governor as a first point of contact
- your volunteer status means getting summaries - don’t allow governance to become a full-time job
- remember the Governing Body steers, the Head Teacher manages the rowing and the vessel
- if you are a member of a committee be familiar with its terms of reference
- find out about confidentiality
- don’t be part of decision-making where a personal interest or occupation allows you to become biased - declare the interest and withdraw
- if you don’t feel you have enough information to make a decision then say so - remember you can abstain
- prepare well for all meetings
- attend training where possible

Dealing with Parental Complaints - Handling complaints is not easy. Quite often it is a governor who parents turn to, in the first instance, when they have a particular concern about their child or a complaint about a member of staff in the school.

It is important to remember the following:

- be familiar with your school's complaints policy
- don't agree to solve the problem
- if parents approach you with clearly personal worries, then direct them through the proper channel - which is usually the Head Teacher
- if you receive a lot of complaints or comments on one particular issue, discuss this with the Chair and Head Teacher first
- the Governing Body meeting is not the place to bring up petty grumbles - you need to exercise good judgement, the headteacher welcomes all advice and constructive criticism
- never bypass the Head Teacher in any action you feel should be taken in response to a complaint
- remain impartial, do not offer an opinion
- a serious concern may be dealt with by the Complaints Committee if the Head Teacher or Chair of Governors cannot resolve the difficulty
- remember to pass on the nice things people say too!!

Visiting the School - All governors should visit the school during the working day and you should arrange an early introductory session with the Head Teacher.

There are two main reasons why Governors make visits to the school. Firstly, a new governor may visit to familiarise themselves with the school. A more experienced governor may visit to acquaint themselves with changes to the school or re familiarise themselves if they have not visited for a while. The second main reason is a focused visit which is part of the governors "monitoring" role. The governor's role is that of a "critical friend" not an inspector and a visit should be used to learn about the school but not to make judgments about the professional expertise of teachers.

What do we mean by "monitoring"?

Governors need to see that the National Curriculum is being delivered and that the pupils are receiving the best possible education. The governors' role is to concentrate on an "overview" of the development of the school, and not to get too tied up with the detail which is the business of the staff in their day-to-day teaching.

How do governors do this? Governors select an area to monitor for a period of time – usually related to a priority on the School Development Plan (SDP), and follow the protocol set out for governor visits to school.

What should a governor expect from a visit? Visits support the governor to become familiar with the school at work, and to get to know the children (not individually but in a class situation). It allows the governor to observe teaching taking place, so when the governors receive reports, and discussions take place, the governor sees things in the context of the school. Visits should be viewed by the governor as adding to their personal bank of knowledge, which at some time may be brought forward to contribute to a discussion or evaluation at a meeting of a committee or of the full Governing Body.

Before the visit

- clarify a focus for the visit, refer to the School Development Plan
- agree an appropriate time to visit with the members of staff involved and the Head Teacher

During the visit

- try to relax and enjoy yourself
- observe discreetly
- do not intervene, only get involved in activities when invited
- do not monopolise the teacher's time
- show an interest and ask questions but never comment on the teacher's conduct or on individual pupils
- do not allow yourself to become an instrument to advance a particular issue
- do not express your own opinions when pressed on controversial issues

After the visit

- discuss your observations with the relevant member of staff as soon as possible
- make notes when the visit is still fresh in your mind
- never include comments about individual children
- remember monitoring staff performance is the role of the Head Teacher and not the governor
- prepare a draft report of your observations and share this with the member of staff and Head Teacher
- prepare a **short** final written report using the agreed format, which will be circulated to the Governing Body before the next meeting

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

The Governing Body accepts the following principles and procedures:

General

1. We have responsibility for determining, monitoring and keeping under review the broad policies, plans and procedures within which the school operates.
2. We recognise that our Head Teacher is responsible for the implementation of policy, management of the school and the implementation and operation of the curriculum.
3. We accept that all governors have equal status, and although appointed by different groups (i.e. parents, staff, LA) our overriding concern will be the welfare of the school as a whole.
4. We have no legal authority to act individually, except when the Governing Body has given us delegated authority to do so.
5. We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all the legal expectations as, or on behalf of, the employer.
6. We treat each other and all the school community with courtesy and respect and will demonstrate honesty and discretion in matters relating to the Governing Body.
7. We will encourage transparent government and shall be seen to be doing so.
8. We will consider carefully how our decision may affect other schools.

Commitment

9. We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
10. We will each involve ourselves actively in the work of the Governing Body, attend meetings regularly and accept our fair share of responsibilities, including service on committees or working groups.
11. We will get to know the school well and respond to opportunities to involve ourselves in school activities.

12. We will strive to improve our effectiveness as governors through training and other developmental activities.

Relationships

13. We will strive to work as a team.
14. We will seek to develop effective working relationships with our Head Teacher, staff, parents, the LA, other relevant agencies and the community.

Confidentiality

15. We will observe confidentiality regarding proceedings of the Governing Body in meetings and from our visits to school as governors.
16. We will observe complete confidentiality when required or asked to do so by the Governing Body, especially regarding matters concerning individual staff or students.
17. We will exercise the greatest prudence if a discussion of a potentially contentious issue affecting the school arises outside the Governing Body.

Conduct

18. We will encourage the open expression of views at meetings, within a constructively critical supportive intent, but accept collective responsibility for all decisions made by the Governing Body or its delegated agents. This means we will not speak out **against** decisions, in public or private, outside the Governing Body.
19. We will only speak or act on behalf of the Governing Body when we have been specifically authorised to do so.
20. In making or responding to criticism or complaints affecting the school we will follow the procedures established by the Governing Body.
21. Our visits to school will be undertaken within the framework established by the Governing Body, in agreement with the Head Teacher and staff.
22. In discharging our duties we will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school.

Suspension

23. If the need arises to use the sanction of suspending a governor, we will do so by following the Procedures Regulations so as to ensure a fair and objective process.

Removal

24. We recognise that removing a governor from office is a last resort, and that it is the appointing bodies which have the power to remove those they appoint.
25. If the need arises to use the sanction of removing a governor, we will do so by following the Constitution Regulations so as to ensure a fair and objective process.

Annual Planning - Given the responsibilities of governing bodies it is important that the Governing Body plans its actions in advance to ensure statutory tasks are not overlooked and are completed in good time. Included is a suggested plan for Governing Body activities for an academic year.

Each term is broken down into suggested core agenda items for full Governing Body and committee meetings. Governing bodies can remove and add items, as they deem necessary. The full Governing Body can still consider items delegated to a committee.

A model agenda for the full governors' meeting is generally drafted by the Local Authority in conjunction with the Chair and Head Teacher. The following are examples of Agenda items you may expect to find on our termly Agenda:

Autumn Term

Full Governing Body

- Apologies
- Election of Chair
- Election of Vice Chair
- Review Committee Terms of Reference and Membership
- Minutes and Matters Arising
- Committee Reports
- Governor Monitoring Reports
- Head Teacher's Report
- Annual Register of Business Interests
- School Development Plan
- Dates and Times of Future Meetings
- Governor Training
- Local Authority Reports

Autumn Term Committee Meetings

Staffing Committee

- Review Performance Management Policy
- Receive feedback on Performance Management of teachers from the Head Teacher
- Annual Pay Review - Review salaries for all teachers
- Review policies in accordance with wishes of full Governing Body

Finance Committee

- Receive report on expenditure from School Budget Share
- Annual review of lettings
- Review Statement of Internal Control
- Review School Financial Value Standard self-assessment

Spring Term

Full Governing Body

- Apologies
- Committee Reports
- Minutes and Matters Arising
- Governor Monitoring Reports
- Head Teacher's Report
- Dates and Times of Future Meetings
- Governor Training
- Local Authority Business

Spring Term Committee Meetings

Staffing Committee

- Review policies as requested by Full Governing Body

Finance Committee

- Review pupil number forecast
- Receive report on expenditure from School Budget Share
- Approve Budget and Service Level Agreements on behalf of Governing Body

Summer Term

Full Governing Body

- Apologies

- Minutes and Matters Arising
- Committee Reports
- Governor Monitoring Reports
- Head Teacher's Report
- GB Self Review and Action Plan
- Consider progress made towards priorities in the School Development Plan
- Dates and Times of Future Meetings
- Governor Training
- Local Authority Business

Summer Term Committee Meetings

Staffing Committee

- Review policies as requested by Full Governing Body
- Agree priorities for Committee and invite input from teaching staff

Finance Committee

- Receive report on expenditure from School Budget Share and consider outturn
- Review School Fund Account
- Consider Asset Management Plan
- Receive health and safety report
- Approve disposal of obsolete resources

Governing Body Decision Planner

The Governing Body Decision Planner shows to which level the Governing Body delegate functions. This can be found at Appendix Three

Link Governors for key aspects of the work of the School

- Child Protection – currently Glynis Gower; school link Lee Waugh
- Health and Safety – currently David Hogg; school link Penny Derries
- Teaching, Learning and Achievement – currently Glynis Gower; school link Penny Derries
- Special Educational Needs – currently Steven Scott; school link Penny Derries
- Spiritual, Moral, Social and Cultural – currently Bob Curry, school link Hannah Brown
- Behaviour, Safety and Anti bullying – currently Chris Serle, school link Lee Waugh

Details of how these operate in practice can be found at Appendix Four.

Useful Websites (please note – following change of Government in May 2010, many of these may have changed – you will be redirected to different sites)

www.education.gov.uk Department for Education

www.governornet.co.uk Governornet

www.ngc.org.uk National Governors' Association

www.ofsted.gov.uk OFSTED

www.qca.org.uk Qualifications and Curriculum Authority

www.nagm.org.uk National Association of Governors and Managers

www.ngc.org.uk National Governors Council

www.cafamily.org.uk Contact a family

www.cerebra.org.uk Cerebra

www.nasen.org.uk Nasen

www.thekeysupport.com The Key for School Governors

Council Governor Line (0800 722 181) a free telephone helpline service for governors

Useful Terms and Abbreviations

AEN - Additional Educational Needs. A wider term than SEN, attempting to recognise additional needs

ACE - Advisory Centre for Education. A non profit making campaigning body, which provides educational advice to parents and others

Aided - schools set up by a voluntary body, usually a church body. The Governing Body employs the staff and controls pupil admissions and the religious education

Appeals - parents have the right of appeal against decisions relating to admission to schools, special educational provision and exclusion from school

Appraisal - the periodic reviewing of staff to identify their future needs in terms of training and staff development generally, which may also be referred to as Performance Management

APR - Annual Performance Review

AQA - Assessment and Qualifications Alliance. The largest examining board in the UK

Attainment target - the knowledge, skills and understanding which pupils are expected to have by the end of each national curriculum key stage

ASD – Autistic Spectrum Difficulties

Ballot - a method of voting, usually secret.

Bands – The Local Authority system to award additional Top-up funding to support schools to meet a pupil's educational, health, care, medical and emotional needs

Baseline assessment - assessment of pupils' attainment on entry

Benchmarking - the technique which permits the comparison of data between schools or different departments and schools to allow performance to be assessed

Best value - replaces compulsory competitive tendering and confirms the need for all council services to be efficient, cost effective and responsive to client needs

BME - Black and Minority Ethnic

'B' Squared – The Grove School tool to assess pupil progress

Budget share - the amount schools receive through the formula and for which the Governing Body has delegated responsibility under the local management of school (LMS)

BV - Best Value

Care Plan – to support medical care, emotional needs

Capital expenditure - spending on building projects and large items of equipment

Casting vote - an additional vote to be used by the chair when an equal number of votes are cast

Child protection governor - the governor who oversees child protection

Clerk - the person appointed to carry out administrative duties to the Governing Body such as preparing the agenda, managing meetings and dealing with correspondence. The clerk advises the Governing Body on legal and procedural matters

Collective worship - a single act of worship for all pupils required to take place in maintained schools

Community School - school maintained by the local authority

Community Special School - special schools maintained by the local authority

CLC - City Learning Centre

CPD - continuing professional development

CSP – Co-ordinated Support Plan (for Scottish Borders placed pupils)

CVA - contextual value added

CYPP - children and young people's plan

DBS – Disclosure and Barring Service. An organisation created to protect children and vulnerable adults from abuse by identifying unsuitable employees and volunteers working with these vulnerable groups

DDA - disability discrimination act

Delegated budget - money which governing bodies can use to their discretion

Delegated powers - committee or the Head Teacher permitted to take action on behalf of the Governing Body

Devolved capital funding - funding allocated to schools specifically for large capital projects

DfE – Department for Education

Directed Time - time when a teacher must be available to carry out duties, including attending staff and parents meetings under the direction of the Head Teacher

EBD - emotional and behavioural difficulties

EDP - Education Development Plan

EHA – Early Help Assessment

EHC Plan – Education Health and Care Plan

EWO - education welfare officer

Ex officio - an individual who is able to attend meetings by virtue of holding a particular office

Exclusion - pupils removed from schools for serious misconduct, either for a fixed period or permanent

FE - Further Education

FTE - Fixed Term Exclusion

FOI - Freedom of Information

Foundation stage - curriculum followed by children below statutory school age, in schools and nursery/pre-school provision

FSM - free school meals

FTE - full-time equivalent

GCSE - general certificate of secondary education. A public examination usually taken by students at 16

GNVQ - general national vocational qualification

H&S - health and safety

HE - higher education

HLTA - higher level teaching assistant who has been awarded this status through external accreditation

HMI - her majesty's inspector

HMCI - her majesty's chief inspector

HSE - health and safety executive

ICT - information and communications technology

IEP - individual education plan, drawn up for children with special needs
IIP - Investors in People
IMD - Index of Multiple Deprivation
INSET - in service education and training for staff
Instrument of government - the legal document setting out the composition of the Governing Body
ISR - individual school range
ITT - initial teacher training

KS Key Stage - the national curriculum is divided into four key stages for children/students of statutory school age, key stage one pupils aged five to seven, key stage two aged seven to 11, key stage three 11 to 14 and key stage four aged 14 to 16.

In addition there is the Foundation/Pre-school stage and Post 16 provision both of which are reported on separately in addition to the main school 5-16 years provision

LA - Local Authority
LAC - Looked After Children
LMS - Local Management of Schools where schools manage their own budgets
LP – Lead Practitioner within The Grove School who has a lead role for pupil's learning and progress

MAC – Meeting around a child
M&E - Monitoring and Evaluation
MPS - Main Pay Scale
MSB - Mainstream Support Base

NAHT - National Association of Head Teachers
NASUWT - National Association of Schoolmasters and Union of Women Teachers
National curriculum - the curriculum required by law to be taught in all schools. The Governing Body shares with the LA and the Head Teacher the responsibility of ensuring that it is implemented
NCVQ - National Council for Vocational Qualifications
NGA - National Governors Association
Notice to improve - OfSTED judgement
NPQH - National Professional Qualification for Head Teachers
NPQSL – National Professional Qualification for Senior Leadership
NPQML – National Professional Qualification for Middle Leadership
NQT - Newly Qualified Teacher
NUT - National union of teachers
NVQ - National Vocational Qualification

OfSTED - Office for Standards in Education. The body which arranges and sets education standards

PGCE - Postgraduate Certificate in Education
PI - Performance Indicators
PLASC - Pupil Level Annual School Census
PM - performance management
PMLD – Profound and Multiple Learning Difficulty/Disability
PoCA - Protection of Children Act
PPA - planning, preparation and assessment time for teachers (10% guaranteed non-contact time)
Prospectus - information about an individual school. Must be published annually
PRU - pupil referral unit
'P' Scales – The National system for assessing learning for children who have SLD or PMLD learning difficulties/disabilities

QCDA - Qualifications and Curriculum Development Authority

QTS - Qualified Teacher Status

Quorum - the minimum number of members at a meeting for decisions to be made

RA - record of achievement

RE - religious education

Risk assessment - assessment of the risks to health and safety pupils and staff are exposed to whilst undertaking specific activities

RI – A school when inspected which requires improvement

SAT's - standard attainment tasks used to assess attainment at the end of key stages of the national curriculum

School profile - an online report to parents

SDP/SIP - school development plan/school improvement plan

SEF - self-evaluation form

SEN - Special Educational Needs

SEND – Special Educational Needs and Disabilities

SENCO - Special Educational Needs Co-ordinator. The teacher responsible for coordinating SEN provision in the school

Secondments - the release of staffing on a temporary basis for work elsewhere

SIMS - schools information management system. A computer software package to assist with managing information on pupils, staff and resources

SIP - School Improvement Partner

SLA - service level agreement

SLD - severe learning difficulty/disability

SMT - senior management team

Special measures - a school which, when inspected has failed to provide an acceptable standard of education

Special school - a school for children and young people who have complex/severe/profound learning difficulties/disabilities

Stakeholders - person or group of people with an interest in a particular organization, for example a school, stakeholders being parents, staff, pupils, governors, the community etc

STA – a Senior Teaching Assistant who provides cover for teacher absence and to support PPA who will also be an HLTA

TA – Teaching Assistant

TAC – Team around the child

TLR's – Teaching and Learning responsibilities

Unauthorised absence - absence by pupils from school which is not otherwise authorised

UPS - upper pay scale

Value-added - the progress schools help pupils make relative to their individual starting points

Virement - the transfer of certain sums of money from one budget heading to another.

Appendix One

POLICY FOR PAYING GOVERNORS' ALLOWANCES

Rationale

This policy is based upon the recommendations contained within the Department for Education and Skills document "Good Practice in Developing an Allowances Policy for Governing Bodies 2005" these being that:

- It should be acknowledged that being a governor is not a cost free activity. Payment of allowances for expenses which have been incurred and are verifiable is not a reward!
- All governing bodies should adopt a formal written allowances policy and encourage governors to claim.
- Accepting that schools do face financial constraints the governing body should consider whether to place a financial limit on the total allowances pot.
- It is clear that Chairs of Governors face additional costs over and above the rest of the governing body and we believe that they should take the lead in raising the issue of allowances, ensuring a policy is in place and that all members of the governing body claim.
- Ensure that the policy is reviewed at regular intervals. We recommend an annual review.
- Co-ordinators of Governor Services are also well placed to advise and encourage governors in their areas. COGs will be proactive in encouraging governing bodies to set up allowances policies and to claim.
- In its campaign to Raise the Profile of governors DoE should stress that as valued volunteers governors should not feel stigmatised by claiming allowances. The work they do is every bit as valuable as that carried out by JPs and no-one questions their reimbursement.

Scheme for Paying Governors' Allowances

- Governors may claim allowances in respect of actual expenditure incurred whilst attending meetings of the Governing Body and its committees, undertaking governor development and otherwise acting on behalf of the governing body.
- Governors may not claim for actual or potential loss of earnings or income.
- All governors and associate members are eligible to claim allowances in accordance with this scheme.

Eligible Expenses

Categories of eligible expenditure are as follows:

- Child care or baby sitting expenses, where these are not provided by a relative or partner;
- Care arrangements for an elderly or dependent relative, where these are not provided by a relative or partner;
- Support for governors with special needs;
- Support for governors whose first language is not English;
- Telephone calls;
- Postage;
- Stationery;
- Photocopying;
- Travel;
- Subsistence.

Allowance Rates

Rates at which allowances are payable are as follows:

Care and Support Arrangements	Actual Costs incurred, up to a maximum of £8 an hour
Telephone calls	Actual costs incurred
Stationery, postage and photocopying	Actual costs incurred. However, facilities available at school should be used whenever possible
Travel	In accordance with the Inland Revenue Authorised Ad-Hoc Mileage Rate will be paid in accordance with the rate that has been set for a financial year. A claim form should be obtained from the School Office. For public transport, actual costs incurred. However, where more than one class of fare is available the rate shall be limited to second class fares.
Subsistence	Actual costs for food/drink items bought because work as a governor requires taking meals away from home. Rates payable will be in line with those specified for Councillors and Northumberland County Council staff on the NCC intranet.

Criteria for Claims

- All claims must be submitted to the Head Teacher on the appropriate form (see Appendix One as an example, although this form may be revised on receipt of advice from Northumberland County Council) within four working weeks of the expenditure being incurred (except for telephone calls).
- Receipts must be supplied to support claims for reimbursement.
- In the case of telephone calls, an itemised phone bill should be provided, identifying the relevant calls.

Claims Form for Governors' Allowances

Name:

Address:

I claim the total sum of £..... for governor expenses as detailed below. I have attached relevant receipts to support my claim.

Signed Date

Date	Nature of work on behalf of Governing Body e.g. Attendance at a meeting	Category of Expenditure (see Governors' Allowances Policy)	Cost

This form should be submitted to: Lorna Stevenson, School Manager, The Grove School, Grove Gardens, Berwick upon Tweed TD15 2EN within four working weeks of any expenditure.

Authorised by (Penny Derries, Lee Waugh or Lorna Stevenson)

Date:

Travel claims must include date, times, locations, nature of business and miles travelled. Mileage will be paid at 45p per mile.

Appendix Two Committees Terms of Reference

STAFFING COMMITTEE

MEMBERSHIP: The Committee shall consist of three Governors.

QUORUM: The Quorum must be three Governors.

MEMBERS OF THE COMMITTEE: Mrs Penny Derries, Miss Lee Waugh,
Mr George Murray, Mrs Glynis Gower, Mr Steven Scott, Mrs Chris Serle

CHAIR (to be appointed on an annual basis): Mr George Murray

CLERK (to be appointed on an annual basis): Decided at each meeting

FREQUENCY OF MEETINGS: At least once a half term (minimum of three per year)

TERMS OF REFERENCE:

- 1 Arrangements for the appointment of staff other than the Head and Deputy Head (which must be appointed by the full governing body).
- 2 Reviewing the staffing structure of the school whenever a vacancy arises.
- 3 Ensuring that each member of staff has a job description, which is reviewed annually, and to ensure that job descriptions are reviewed whenever vacancies arise in relation to the Northumberland LA Single Status approved job descriptions/person specifications where appropriate
- 4 To consider applications from staff for leave of absence, secondments, early retirements, voluntary redundancy and changes to contracted hours that the Head Teacher feels are necessary to refer to the Governing Body.
- 5 To hear cases that are referred to the Governing Body under the Governing Body's disciplinary, capability, disability and grievance procedures.
- 6 To review and agree a pay policy on an annual basis, for implementation by the Head Teacher.
- 7 To adopt and review Policies and procedures on behalf of the Governing Body
- 8 To receive advice from Visiting Governors in relation to staffing

Date: July 2023

FINANCE COMMITTEE

MEMBERSHIP: The Committee shall consist of three Governors. The Committee shall have such Associate members as the Governing Body determine at the date of appointment. Associate members may be granted voting rights at the discretion of the Governing Body.

QUORUM: The Quorum must be three Governors.

MEMBERS OF THE COMMITTEE: Mr Laurence Pearson
Mr David Hogg, Mrs Lorna Stevenson
Mrs Helen Rutherford
Mrs Penny Derries

CHAIR (to be appointed on an annual basis): Mr Laurence Pearson

CLERK (to be appointed on an annual basis): Decided on at each meeting

FREQUENCY OF MEETINGS: At least once a half term

TERMS OF REFERENCE:

- 1 To set the annual budget for the school.
- 2 To receive financial reports from the Head Teacher
- 3 To ensure appropriate advice is sought before entering into contracts, in line with the LA's financial regulations.
- 4 To authorise the transfer of funds between budget headings and inform the County Council.
- 5 To approve arrangements for the audit of funds received other than from the Local Authority (e.g. School Fund, Governors Fund).
- 6 To advise the governing body on any matters arising from the audit of the school's accounts.
- 7 Generally, to monitor the budget and to advise the governing body as necessary on financial matters.
- 8 To agree with the Head Teacher, expenditure on capital projects not falling within the planned budget.
- 9 To authorise signatories for the school bank account.
- 10 To make recommendations annually to the Governing Body on the school's financial strategy.
- 11 To advise the governing body on any issues arising from financial matters.
- 12 To manage the monies in the charitable funds, including the Governors fund, ensuring that this money is used for what it was raised to do, which was to enhance the learning environment for pupils with the most complex needs.
- 13 To deal with spending requests over £5000. Items under £5000 to be considered by Head Teacher
- 14 To allocate an annual budget to the Facilities Committee, based on their recommendations
- 15 To undertake an annual review of School Financial Policies, Best Value Statement and Statement of Internal Control
- 16 To determine and agree lettings charges policy for the use of school premises
- 17 To receive advice from visiting Governors in relation to finance.

Date: July 2023

APPEALS COMMITTEE

MEMBERSHIP:

The Committee shall consist of three Governors, none of whom should have taken part in the original decision.

QUORUM:

The number of Governors hearing any appeal must be equal to or greater than that of the committee taking the original decision. The Head will attend in an advisory capacity if appropriate.

CHAIR:

To be appointed by the Committee.

CLERK:

To be appointed.

FREQUENCY OF MEETINGS:

As required.

TERMS OF REFERENCE:

1. Hearing appeals against a decision made by another committee of the Governing Body. These will include appeals over capability or disciplinary action, dismissal and staff salaries.

Date: July 2023

COMPLAINTS COMMITTEE

MEMBERSHIP:

The Committee shall consist of three Governors.

QUORUM:

The quorum must be three Governors.

CHAIR:

To be appointed by the Committee.

CLERK:

To be appointed.

FREQUENCY OF MEETINGS:

As required.

TO BE RESPONSIBLE FOR:

Hearing all formal complaints against the Head Teacher, an individual member of staff or the Governing Body.

Date: July 2023

PUPIL DISCIPLINE COMMITTEE

MEMBERSHIP:

The Committee shall consist of three Governors

QUORUM:

The quorum must be three Governors.

CHAIR:

To be appointed by the Committee

CLERK:

To be appointed.

FREQUENCY OF MEETINGS:

As required.

TERMS OF REFERENCE:

1. Reviewing the use of exclusion within the school.
2. Considering the views of the Headteacher and of parents of excluded pupils.
3. Deciding whether or not to confirm exclusions of more than five school days or those where a pupil would miss an opportunity to take a public examination.

Date: July 2023

Appendix Three

GOVERNING BODY DECISION PLANNER

THIS PLANNER SHOWS TO WHICH LEVEL THE GOVERNING BODY MAY LEGALLY DELEGATE FUNCTIONS

KEY

Level 1: Full governing body

Level 2: A committee of the governing body

Level 3: An individual governor

Level 4: Headteacher.

Column blank: Action could be undertaken by this level.

Column blocked off: Function cannot be legally carried out at this level.

Although decisions may be delegated, the governing body as a whole remains responsible for any decision made under delegation

Key Function	No	Tasks	Decision Level			
			1	2	3	4
Budgets	1	To approve the first formal budget plan each financial year		✓		
	2	To monitor monthly expenditure.				✓
	3	To establish a charging and remissions policy		✓		
	4	Miscellaneous financial decisions				✓
	5	To enter into contracts (GB may wish to agree financial limits)				✓
	6	To make payments				✓
Staffing	7	Headteacher appointments (selection panel)	✓			
	8	Deputy appointments (selection panel)	✓			
	9	Appoint other teachers		✓		
	10	Appoint non teaching staff				✓
	11	Agree a pay policy		✓		
	12	Pay discretions		✓		
	13	Establishing disciplinary/capability procedures		✓		
	14	Dismissal of headteacher	✓			
	15	Dismissal of other staff	✓			
	16	Suspending head	✓			
	17	Suspending staff (except head)	✓			

	18	Ending suspension (head)	✓			
	19	Ending suspension (except head)	✓			
	20	Determining staff complement		✓		
	21	In voluntary and foundation schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights				
	22	Determining dismissal payments/ early retirement	✓			
Curriculum	23	Ensure National Curriculum (NC) taught to all pupils and to consider any disapplication for pupil(s)		✓		
	24	To establish a curriculum policy				✓
	25	To implement curriculum policy				✓
	26	To agree or reject and monitor curriculum policy		✓		
	27	Responsible for standards of teaching				✓
	28	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)				✓
	29	Responsibility for individual child's education				✓
	30	Provision of sex education – to establish and keep up to date a written policy				✓
	31	To prohibit political indoctrination and ensuring the balanced treatment of political issues				✓
	32	To establish a charging and remissions policy for activities (non NC based)		✓		
Performance Management	33	To formulate a performance management policy				✓
	34	To establish a performance management policy		✓		
	35	To implement the performance management policy				✓
	36	To review annually the performance management policy		✓		
Target Setting	37	To set and publish targets for pupil achievement				✓
Discipline/Exclusions	38	To establish a discipline policy		✓		
	39	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public	✓			

		examination. (Can be delegated to chair/vice-chair in cases of urgency)				
	40	To direct reinstatement of excluded pupils (Can be delegated to chair/vice-chair in cases of urgency)	✓			
Admissions	41	To consult annually before setting an admissions policy (but in community and controlled schools only where the LA has delegated this power to the governing body)	LA			
	42	To consult annually before setting an admissions policy (VA and Foundation schools)	LA			
	43	To establish an admissions policy (special schools where pupils do not have a EHCP) acting with LA	LA			
	44	Admissions: application decisions (but in community and controlled schools only where the LA has delegated this power to the governing body)	LA			
	45	Admissions: application decisions (VA, Foundation and special schools)		✓		
	46	To appeal against LA directions to admit pupil(s) (Voluntary, Foundation and special schools; also community and VC schools where LA is the admissions authority)		✓		
Religious Education	47	Responsibility for ensuring provision of RE in line with school's basic curriculum (all schools) NB this must fall into line with locally agreed syllabus		✓		
	48	Decision to revert to previous RE syllabus (Foundation Schools except VA of religious character)				✓
	49	Decision to provide RE according to trust deed/specified denomination in VA schools with religious character (Foundation and VC schools of religious character at request of parents)				
	50	Decision to provide RE in line with locally agreed syllabus (VA schools – only if parents request it. All other schools not covered in 49 above)				✓
Collective Worship	51	In all maintained schools to ensure that all pupils take part in a daily act of collective worship (after consulting GB)				✓
	52	To make application to the advisory councils, SACRE, concerning the requirements for collective worship (schools without a religious character) to disapply (after consulting GB)				✓

	53	Arrangements for collective worship (schools without religious character (after consulting GB)				✓
	54	Arrangements for collective worship in Foundation schools of religious character, VC or VA schools (after consulting head)				
Premises & Insurance	55	Buildings insurance and personal liability– GB to seek advice from LA, diocese or trustees where appropriate (it is suggested that the GB as a whole should be involved in this decision)	✓			
	56	Developing school buildings strategy or master plan and contributing as required to LA Asset Management Planning arrangements (it is suggested that the GB as a whole should undertake this decision)	✓			
	57	Procuring and maintaining buildings, including developing properly funded maintenance plan		✓		
Health & Safety	58	To institute a health and safety policy (in community and VC schools this would be the LA)	✓			
	59	To ensure that health and safety regulations are followed				✓
School Organisation	60	To publish proposals to change category of school	✓			
	61	Proposal to alter or discontinue voluntary foundation or foundation special school	✓			
	62	To set the times of school sessions and the dates of school terms and holidays except in community and VC schools where it is the LA				
	63	To ensure that the school meets for 380 sessions in a school year				✓
	64	To ensure that school lunch nutritional standards are met where provided by the governing body.				✓
Information For Parents	65	To prepare and publish the school prospectus				✓
	66	To prepare and publish the school profile				✓
	67	To ensure provision of free school meals to those pupils meeting the criteria				✓
	68	Adoption and review of home-school agreements		✓		
GB Procedures	69	To draw up instrument of government and any amendments thereafter	✓			
	70	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body	✓			

	71	To appoint and dismiss the clerk to the governors	✓			
	72	To hold a full governing body meeting at least three times in a school year or a meeting of the temporary governing body as often may require	✓			
	73	To appoint and remove community or sponsor governors.	✓			
	74	To set up a Register of Governors' Business Interests	✓			
	75	To approve and set up a Governors Expenses Scheme		✓		
	76	To discharge duties in respect of pupils with special needs by appointing a "responsible person" in community, voluntary and Foundation Schools		✓		
	77	To consider whether or not to exercise delegation of functions to individuals or committees	✓			
	78	To regulate the GB procedures (where not set out in law)	✓			
Federations	79	To consider forming a federation or joining an existing federation	✓			
	80	To consider requests from other schools to join the federation	✓			
	81	To leave a federation	✓			
Extended Schools	82*	To decide to offer additional activities and to what form these should take	✓			
	83	To put into place the additional services provided		✓		
	84	To ensure delivery of services provided		✓		
	85*	To cease providing extended school provision	✓			

*Although these tasks are open to delegation under the Education (School Government) (Terms of Reference) (England) Regulations 2000, the expectation would be that these decisions would be undertaken by the full Governing Body.

Appendix Four

The role of the Governor with additional responsibilities for Child Protection/Safeguarding

Why does the Governing Body need a Child Protection Governor?

- Of all the aspects of the role of the School that of ensuring the safety and well-being of pupils is paramount. It is essential that the Governing Body work closely with the School leadership team to this end.
- The Child Protection Governor plays an important role in challenging the School Leadership team to ensure that the highest standards are set and maintained with regard to child welfare.
- The Child Protection Governor is able to support school leaders by acting as a 'sounding board' if they wish to discuss issues relating to child protection.

What skills and qualities are needed?

- Good communication skills
- Approachability
- Commitment to the achievement of the highest standards of child welfare.
- A strong interest in the well-being of the pupils of the School.
- A willingness to support and to participate in the development of the school's practice in relation to child protection
- Awareness of the need for confidentiality

What does the role of the Child Protection Governor involve?

- Developing and maintaining awareness of issues relating to the child protection on behalf of the Governing Body.
- Maintaining an understanding of school's approaches to ensuring that all pupils are safe within the School environment and beyond.
- Ensuring that the procedures used by the School Leadership Team with regard to child protection are of the highest standard.

What does the Child Protection Governor need to know?

- The Child Protection Governor needs to meet termly with the Head Teacher (Designated Person) to discuss issues relating to Child Protection at the School.
- The Child Protection Governor needs to know that School procedures and practices are robust and regularly updated. This will involve ensuring that the Single Central Record is maintained to a high standard and that Designated Person(s) and all other staff training is up to date.
- The Child Protection Governor should be invited to attend Child Protection training that is delivered to staff.
- The Child Protection Governor needs a good awareness of local and national best practice regarding Child Protection.

How can the Governing Body and School support the Child protection Governor?

- School needs to ensure that any meetings held to discuss the School's Child Protection procedures are at a time that is convenient for the Child protection Governor to attend
- Making available up to date information relating to Child Protection procedures at the School.
- Providing up to date information regarding local and national developments relating to Child Protection.

What difference will it make to children and young people to have a Child protection Governor?

See Action Plan

ACTION PLAN RE CHILD PROTECTION GOVERNOR ROLE

May 2022/reviewed June 2026

Mrs Glynis Gower

OBJECTIVE	ACTION	TIMESCALE	SUCCESS CRITERIA
To ensure that the school is compliant with Martyn's Law	-Staff will share the schools plans for Martyn's Law. -School will share the up to date policy with the Governors. -School will ensure that the Governors receive any relevant training required.	July 2027	-Governors will be confident that the school has fulfilled its statutory requirements associated with Martyn's Law.

The role of the Governor with additional responsibilities (‘Champion’ Governors)

Health and Safety

1. Why does the Governing Body need a Health and Safety Governor?

- So that they can act as “champion” for the health and safety of the whole school community
- To ensure that everyone in school benefits from a safe, secure learning environment
- To ensure the implementation of the School Health and Safety policy

2. What skills and qualities are needed?

- Good communication skills
- Awareness of the many aspects of health and safety in a school setting
- Approachable
- A willingness to support and participate in the development of the school’s practice in relation to Health and Safety
- Commitment to the achievement of the highest standards of Health and Safety
- Awareness of the need for confidentiality
- A willingness to undertake frequent Health and Safety audits and evaluations

3. What does the role of the Health and Safety Governor involve?

- Developing and maintaining awareness of all aspects of Health and Safety across school on behalf of the Governing Body
- Meet appropriate school staff on a termly basis via attendance at the Safety Management Group meetings to gain information about Health and Safety and offer such support as may be helpful
- Be aware of school’s approaches to Health and Safety ensuring that the monitoring procedures used by school are robust and effective
- Maintain awareness of Health and Safety issues both within school, countywide and nationally
- Provide a channel of communication between school staff and the Governing Body about Health and Safety

4. What does the Health and Safety Governor need to know?

- The Health and Safety Governor needs to meet termly with appropriate school staff (ideally at Safety Management Group meetings) to identify current Health and Safety issues
- The Health and Safety Governor needs to be aware of school policy and practice to ensure the Health and Safety of the whole school community
- Local and national best practice and policy regarding Health and Safety in schools

5. How can the Governing Body and school support the Health and Safety Governor?

- School needs to provide appropriate staff to meet and update the Health and Safety Governor on a termly basis
- Monitoring, evaluating and updating Health and Safety Policy on a regular basis
- Providing regular opportunity for updating of the full Governing Body regarding Health and Safety

6. What difference will it make to children and young people to have a Health and Safety Governor?

See Action Plan

ACTION PLAN RE HEALTH AND SAFETY GOVERNOR ROLE
May 2022 updated June 2026
Mr David Hogg

OBJECTIVE	ACTION	TIMESCALE	SUCCESS CRITERIA
Implement Health and Safety Policy	Evaluate level and scope of implementation through discussion with relevant staff at Safety Management Group meetings	Termly	All issues of Health and Safety discussed regularly to ensure a safe and happy learning environment.
Maintain awareness of Health and Safety issues	Meet Safety Management Group regularly	Termly	Health and Safety Governor can identify Health and Safety issues in school and can advise staff when appropriate.
Evaluation of school procedures with regard to Health and Safety	Monitoring visits to identify how school is ensuring the Health and Safety of the school community	Termly, or as required	Health and Safety Governor in a position to advice staff and support School Development Plan in regard to this area.
To be aware of any Health and Safety concerns arising	Any concerns brought to the attention of the School Leadership Team will be shared with the Governor	Termly or as required	All concerns including those from staff, pupils, parents/carers and visitors will be dealt with promptly.

The role of the Governor with additional responsibilities (‘Champion’ Governors)

SEN Governor (for children and young people with additional vulnerabilities)

7. Why does the Governing Body need an SEN Governor?

- So that they can act as “champion” for children and young people who are particularly vulnerable, even within the population of pupils who attend a school for children with severe learning difficulties? This may apply to those children and young people who by reason of the nature of their disability are “permanently” more vulnerable than their peers, and those who are temporarily more vulnerable because of particular medical needs or family circumstances, recent surgery, and who are going through transitions
- To ensure that children and young people who are particularly vulnerable have the opportunity to participate in and benefit from all aspects of school life
- To ensure the implementation of the School Equality Policy Statement with regard to pupils who are more vulnerable

8. What skills and qualities are needed?

- Good communication skills
- Commitment to equality of opportunity
- Interest in children and young people with very complex needs and additional vulnerabilities
- Approachable
- Availability for school staff, pupils and their families
- A willingness to participate in the development and review of the school’s SEN policy and practice
- Awareness of the need for confidentiality
- Commitment to respecting the confidentiality of vulnerable children and young people and their families

9. What does the role of the SEN Governor involve?

- Developing and maintaining awareness of the needs of pupils with additional vulnerabilities on behalf of the Governing Body
- Meet appropriate school staff on a termly basis to gain information about pupils who may be permanently or temporarily more vulnerable and offer such support as may be helpful

- Be aware of school's approaches to ensuring that particularly vulnerable pupils have access to all aspects of school life
- Be available to meet and offer support to families of children and young people who are more vulnerable
- Maintain awareness of SEN Policy both within school, countywide and nationally
- Provide a channel of communication between school staff and the Governing Body about pupils with additional vulnerabilities

10. What does the SEN Governor need to know?

- The SEN Governor needs to meet termly with appropriate school staff (ideally Heads of Primary and Secondary Departments and School Nurse) to identify the numbers of pupils who are temporarily or permanently more vulnerable than their peers
- The SEN Governor needs to be aware of school policy and practice to ensure the inclusion of vulnerable children and young people in the life of the school
- Local and national best practice and policy regarding children and young people with additional vulnerabilities

11. How can the Governing Body and school support the SEN Governor?

- School needs to provide appropriate staff to meet and update the SEN Governor on a termly basis
- Monitoring, evaluating and updating SEN Policy and Equalities Statement on a regular basis
- Providing regular opportunity for updating of the full Governing Body regarding pupils with additional vulnerabilities

12. What difference will it make to children and young people to have an SEN Governor?

See Action Plan

ACTION PLAN RE SEN GOVERNOR ROLE
June 2026

OBJECTIVE	ACTION	TIMESCALE	SUCCESS CRITERIA
Maintain awareness of pupils with additional vulnerabilities	Meet Heather Cornish, School Nurse, Amanda Williams, Lead for Children with Emotional Needs and Early Years	Termly	SEN Governor can identify pupils with additional vulnerabilities. SEN Governor can offer help either to staff of families if appropriate and useful
Evaluation of school procedures with regard to pupils with additional vulnerabilities	Monitoring visits to identify how school is supporting individual pupils with additional vulnerabilities	Termly, or as required	SEN Governor in a position to advise staff and support School Development Plan in regard to this cohort of pupils
SEN Governor able to support parents and families of children and young people with additional vulnerabilities	SEN Governor takes opportunities to meet/talk to parents and family members	As required	SEN Governor able to demonstrate effective work with parents and family members to full Governing Body
To support the school with the changes and developments that are occurring due to the SEND reform Bill and the education white paper.	To work with the leadership team on the development of the school's role within the partnership as 'Experts at Hand'	July 2027	The school will be able to fulfil its role as 'Experts at Hand' whilst maintaining the outstanding provision that the children receive daily.

The role of the Governor with additional responsibilities for teaching/learning and achievement

Why does the Governing Body need a Teaching and Achievement Governor?

- To support the School Leadership Team in ensuring that pupils at The Grove School receive the quality of teaching and learning experience that they deserve, in that much of the teaching at School is outstanding and never less than consistently good.
- To work with the School Leadership Team to monitor pupil progress and to ensure that pupils generally make rapid and sustained progress.

What skills and qualities are needed?

- Good communication skills
- Approachability
- Commitment to the achievement of the highest standards of education.
- A strong interest in the quality of teaching and learning and pupil achievement.
- A willingness to support and participate in the development of the school's practice in relation to teaching and achievement
- Awareness of the need for confidentiality

What does the role of the Teaching and Achievement Governor involve?

- Developing and maintaining awareness of issues relating to the quality of teaching and pupil achievement on behalf of the Governing Body
- Maintaining an understanding of school's approaches to ensuring all pupils have access to high quality teaching.
- Ensuring that the monitoring procedures used by the School Leadership Team are robust and effective in identifying any instances where the achievement of individual pupils is below what could be expected.
- Discussing measures taken to remediate any under achievement at the School with the School Leadership Team and other interested parties e.g. School Improvement Partner.
- Maintaining an awareness of issues relating to teaching, learning and achievement both within School and nationally
- Playing an active role in the Teaching and Learning Committee of the Governing Body and ensuring that their decisions support the maintenance of high quality teaching and pupil achievement at School.

What does the Teaching and Achievement Governor need to know?

- The Teaching/Learning and Achievement Governor needs to meet termly with the Head Teacher to discuss issues relating to teaching and achievement at the School.
- The Teaching/Learning and Achievement Governor should attend the School Leadership Team meeting in the autumn term that considers pupil achievement during the previous school year.

- The Teaching, Learning and Achievement Governor should be invited to attend any meetings with the School Improvement Partner that will discuss the quality of teaching or pupil achievement at the School.
- Local and national best practice and policy regarding teaching pupils with special educational needs.

How can the Governing Body and School support the Teaching and Achievement Governor?

- School needs to ensure that meetings to monitor and review the quality of teaching and pupil achievement are held at a time that is convenient for the Teaching and Achievement Governor to attend
- Making available up to date information relating to the quality of teaching, learning and pupil achievement at the School.
- Inviting the Teaching, Learning and Achievement Governor to join a member of the School Leadership Team in participating in lesson observations, 'drop-in' visits or 'learning walks'.
- Providing up to date information regarding local and national developments relating to teaching and pupil achievement.

What difference will it make to children and young people to have a Teaching/Learning and Achievement Governor?

See Action Plan

ACTION PLAN RE TEACHING AND ACHIEVEMENT GOVERNOR ROLE
May 2022 reviewed June 2026

OBJECTIVE	ACTION	TIMESCALE	SUCCESS CRITERIA
Maintain awareness of quality of teaching at the School	Receive information relating to lesson observations, 'drop-in' visits and learning walks undertaken by the School Leadership Team and participate in these with a member of the School Leadership Team as appropriate.	Termly	Good awareness of the quality of teaching at the School and ability to discuss this with the Head Teacher if ever this is seen to be less than outstanding or consistently good.
Be well informed regarding pupil achievement at the School	Meet with the School Leadership Team and when appropriate School Improvement Partner to support the analysis of pupil achievement.	Autumn Term each year	Teaching and Achievement Governor can understand if individual pupils or cohorts of pupils progress has not been rapid and sustained
Support school procedures to ensure that if any issues arise regarding the quality of teaching at School that these are dealt with promptly and effectively	Work with the Head Teacher to ensure that any issues relating to the quality of teaching are dealt with in line with current local and national directives.	As required	All teaching at school is outstanding and never less than consistently good
Work with the School Leadership team to ensure that any pupil underachievement is identified and addressed effectively.	Teaching and Achievement Governor receives verbal and written reports from the School Leadership Team and attends meetings as appropriate	Ongoing	Individual pupils and cohorts of pupils make rapid and sustained progress.