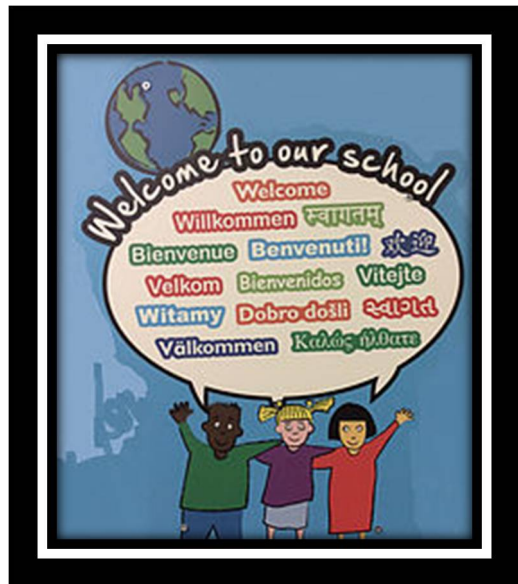




OAKWOOD INFANT AND NURSERY SCHOOL GOVERNING BOARD



GOVERNORS HANDBOOK OAK012/12/2020



This Version Completed:	31.12.2019
Agreed by Governing Board	08.01.2020
Next Revision Due:	31.12.2020

A very warm welcome to Oakwood Infant and Nursery School. This handbook is designed to support new and established members of the governing board. We hope you find it useful but do feel free to let us know if there is other information you think should be included.

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WELCOME

Welcome to our newest edition of the Oakwood Infant and Nursery School Handbook.

Firstly, a huge thank you to you all, whether you are newly appointed or have been a governor for a while. Schools need enthusiastic and committed people to volunteer as governors and we value your contribution as a governor at the school and are delighted that you have agreed to be a governor at our school.

Our governors come from all walks of life and with a wide variety of life experiences. Our combined life experiences are one of the key strengths of the governing board along with our team work and particularly, the outside perspective we bring to the work of the school. Being a governor gives you the opportunity to develop new skills as well as making good use of your existing ones.

Governors have a vital role to play in ensuring the school continues to improve and build on its many successes, and ensure every child receives the best possible education. We work together with school staff to shape the future of the school, decide the key issues that will help staff to raise and maintain standards and to determine how the school will best spend its money to achieve these aims.

There are likely to be many things you would like to know about what being a governor involves and many questions to which you would like answers. This handbook has been produced to help answer some of those questions and for new governors to better understand their role, how the governing board carries out its duties. We are hoping it will help you in the early stages of being a governor at our school.

If you have any questions you wish to discuss, however small, please don't hesitate to contact our governor mentor, the Chair of governors or the headteacher.

We hope you find being a school governor both worthwhile and enjoyable and we look forward to working with you.

INTRODUCTION

We want to make new governors and indeed all governors feel welcome to the governing board and are committed to ensuring that governors are given the necessary information and support to fulfil their role with confidence. We see this as an investment that will lead to effective governance and will ensure retention of our governors.

Although the tasks of being a governor may well seem daunting especially to new governors the governing board prides itself on the high level of support that we offer to each other and especially to new governors. We have a governor mentor who provides mentoring for all new governors to help you in settling into and understanding your role and provide support, advice and guidance.

The governing board works very much as a team for the benefit of the school, respecting each other's point of view but always operating as a corporate board accepting the decision reached by the majority on the rare occasion we are unable to reach a unanimous conclusion.

The governing board has an excellent relationship with the headteacher and staff at the school and governors are committed to maintaining this – it is an essential part of our success.

There is a lot to learn about the school and the way children are educated today. Methods of teaching children have made great progress in recent years and the pace of change continues.

This handbook has been produced to particularly help governors understand and learn about their role and how a governing board works. This handbook should be read in conjunction with the Department for Education Governance Handbook accessed via the following link. ([Department for Education Governance Handbook](#)).

To help with the learning process new governors will:

- Be welcomed to the governing board by the chair
- Be invited to visit the school and have opportunity to tour the school and meet the staff and children
- Receive an informal briefing on the school from the headteacher and chair of governors to explain the partnership between the headteacher, school and governing board and how the governing board and its committees work
- Receive details about the partnership between the headteacher and governing board and how the governing board and its committees work
- Receive details about making monitoring visits
- Be encouraged to join the committee(s) of choice
- Have the opportunity to review their first meeting with the governor mentor
- Be given background material on the school and current issues
- Be encouraged to ask questions about their role and/or the school
- Be given details of how to access training through Essex Governor Services including induction training
- Be introduced to the governor mentor

New governors will be encouraged to access the school website and read:

- The school prospectus
- Latest Ofsted report
- School Development Plan
- School Newsletters
- School Policies

- Last headteachers report
- Be shown the governor bookshelf and encouraged to read minutes of the last full governing board meeting
- Browse the content of the governor's bookshelf.



About the School

Welcome to Oakwood Infant and Nursery School. We are a larger than average oversubscribed infants school. There are four nursery classes, four reception, four year 1, and four year 2 classes.

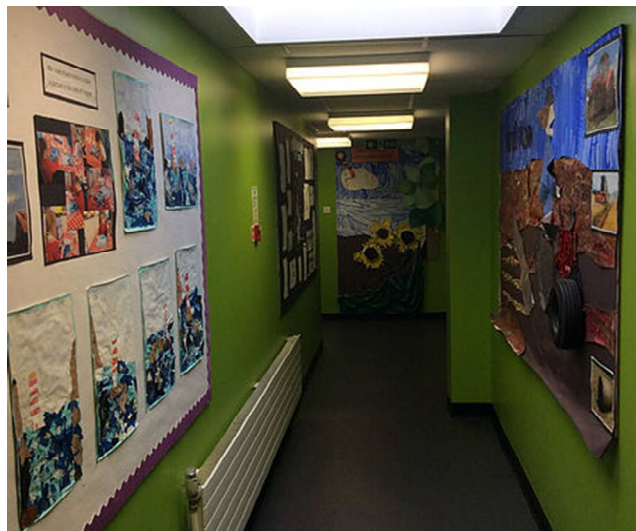
We strive together to ensure that children are at the heart of our school. We aim to create a happy, purposeful and stimulating environment within which each individual child will be able to achieve the highest possible standards of educational and personal development.

Our curriculum is broad, relevant, creative and progressive which engages children in an exciting and stimulating way.

We aim to teach children about life, friendships and how to treat others with respect. We encourage the children to carry themselves through life as kind and thoughtful people.

In school we use the language of 'choice' to encourage the children to make the right choices. We encourage them to recognise how to try to put right any wrong choices made, through tolerance and forgiveness.

Staff work very hard to establish and maintain an effective partnership with parents throughout all year groups and classes. Our school is at the heart of our very close-knit community.



Vision, Ethos and Values

Vision Statement

At Oakwood Infant and Nursery School we provide a safe, healthy, happy and creative learning environment for everyone, through high expectations and mutual respect.



Aims

- To provide a caring, disciplined and challenging environment that stimulates the intellectual, emotional, physical, moral and spiritual growth of the pupils;
- To enable each child whatever their ability, to recognise their own worth and to accept their responsibilities to society;
- To provide a broad and stimulating curriculum based on the National Curriculum, which seeks to develop lively, inquiring minds and enables children to understand the society in which they live;
- To nurture those basic skills and concepts which are necessary for future education and development;
- To encourage self-confidence, self-discipline and self-motivation so that children may become self-reliant in their learning;
- To enable children to strive for excellence.

Ethos & Values

At Oakwood Infant and Nursery School, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children.

Everything we do as a school is to ensure that the children achieve their very best. We are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development.

We want every child to be successful; to reach for success from the very first day they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

We will strive to:

- Provide a secure and stimulating environment that is conducive to all children having the opportunity to reach their full potential.
- Have regard and respect for the experiences, knowledge and cultural diversity that every child brings to school. To use this as a foundation for improving standards.
- Value the achievements of all children, both in and out of school and provide opportunities to develop self-confidence and a positive self-image.
- Provide a supportive culture in which all staff are encouraged to extend, develop and share their expertise.
- Ensure that issues of equal opportunities are considered in all our work.
- Provide a curriculum based on the National Curriculum and Foundation Stage Curriculum that is broad, balanced, relevant, progressive and appropriately differentiated.
- Offer all children equal access to the curriculum and school life in the community where individual differences are appreciated, celebrated, understood and accepted.
- Encourage children to become good citizens, by developing caring attitudes and respect towards themselves, other children, adults, their school and their community.
- Recognise that children are constantly developing and ensure that the curriculum offered to them is appropriate to that development.
- Encourage each individual to take responsibility for his/her behaviour and to act as a good role model to others.

The Governing Board and its Constitution

Each school is required by law to have a governing board. Governors are the UK's biggest volunteer group with over 300,000 in schools across the country. Governors come from all walks of life and bring a range of skills and experiences to governing boards.

Each school governing board is required to have an Instrument of Government in place. This is a sealed document recording the name of the school and the make up of its governing board.

Oakwood Infant and Nursery School was reconstituted in March 2016 and the current Instrument of Government became effective from 1st April 2016. This is because we changed the name of the school to include the nursery.

The governing board for Oakwood Infant and Nursery School is made up of:

- 4 Parent Governors elected by the parents of children attending the school.

- 1 Local Authority Governor appointed by Essex County Council

- 7 Co-opted governors chosen from the community by the governing board

- 1 staff governor elected by the staff of the school

- The headteacher

The standard term of office for a governor is four years. Governors can seek to take on additional terms if they choose and can leave the governing board at any time should they need to do so.

A parent governor can continue to serve as a governor until the end of their four year term even if their child leaves the school during that time.

The chair and vice chair are elected annually at the first meeting of the academic year.

**OAKWOOD INFANT & NURSERY SCHOOL
INSTRUMENT OF GOVERNMENT**

1. The name of the school is Oakwood Infant & Nursery School
2. The school is a community school
3. The name of the governing body is 'The Governing Body of Oakwood Infant & Nursery School'
4. The Governing Body shall consist of
 - 4 parent governors
 - 1 Local Authority governor
 - 2 staff governors (including the headteacher (unless the headteacher resigns the office of governor in accordance with Regulation 19 of The School Governance (Constitution) (England) Regulations 2012))
 - 7 co-opted governors
5. Total number of governors: 14
6. The term of office of each category of governor shall be:

parent governors	4 years
Local Authority governor	4 years
staff governors (except headteacher)	4 years
co-opted governors	4 years
7. This Instrument of Government comes into effect on 1 April 2016 and replaces Instrument No. 33807 sealed on 2 March 2015
8. This Instrument was made by order of Essex County Council on

THE COMMON SEAL OF
ESSEX COUNTY COUNCIL

was hereunto affixed
in the presence of:

Attesting Officer



The Governing Board Membership

Chair of Governors Parent Governor	Natasha Clampin	natasha.houston@oakwood.essex.sch
Vice Chair of Governors Co-opted	Robert Young	robert.young@oakwood.essex.sch.uk
Clerk to Governors	Angus Kerr	angus.kerr@junipereducation.org
Head Teacher Ex Officio	Kathy Maguire-Egan	head.oakwoodinf@gmail.com
Deputy Headteacher Staff Governor	Jacinta Tarr	JacintaTarr@oakwood.essex.sch.uk
Office, Finance and Personnel Manager Co-opted	Debbie Langstone	admin@oakwood.essex.sch.uk
LEA Governor	Christine Chadbourne	christine.chadbourne@oakwood.essex.sch.uk
Co-opted Governor	Nigel Borley	nigel.borley@oakwood.essex.sch.uk
Co-opted Governor	Rev. Sean Fountain	sean.fountain@oakwood.essex.sch.uk
Co-opted Governor	Jenny Cooke	jenny.cooke@oakwood.essex.sch.uk
Co-opted Governor	Dr Robert Galvani	Robert.Galvani@oakwood.essex.sch.uk
Parent Governor	Tom Baird	tom.baird@oakwood.essex.sch.uk
Parent Governor	Kirstey Marven	KirsteyBoon@oakwood.essex.sch.uk
Staff Governor	Vacancy	
Parent Governor	Vacancy	



The Purpose of Governance

The purpose of governance is to provide confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance.

All governance boards, no matter what type of school or how many schools they govern, have three core functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent

The Governance Competency Framework

Introduction

Effective governance provides strategic direction and control to schools. It creates robust accountability and oversight for their educational and financial performance and is ambitious for all learners to achieve the very best outcomes.

The principles and personal attributes that individuals bring to the governing board are as important as their skills and knowledge.

These qualities enable governing board members to use their skills and knowledge to function well as part of a team and make an active contribution to effective governance.

There are six features of governance: **Strategic leadership, Accountability, People, Structures, Compliance, Evaluation**

1. Strategic leadership

Why it's important: Effective boards provide confident, strategic leadership to their organisations; they lead by example and 'set the tone from the top'. These competencies relate to the core function of boards to set vision, ethos and strategic direction.

2. Accountability for educational standards and financial performance

Why it's important: These are the competencies that the board needs in order to deliver its core functions of holding executive leaders to account for the educational and financial performance of the organisation.

3. People

Why it's important: People that govern need to form positive working relationships with their colleagues to function well as part of a team. They need to be able to relate to staff, pupils/students, parents and carers and the local community and connect to the wider education system in order to enable effective delivery of the organisations strategic priorities.

4. Structures

Why it's important? Understanding and designing the structures through which governance takes place is vital to avoid unclear and overlapping responsibilities that can lead to dysfunctional or ineffective governance arrangements.

5. Compliance

Why it's important: to ensure all those involved in governance understand the legal frameworks and context in which the organisation operates and all of the requirements with which it must comply. Governors have overall responsibility for ensuring that the school is compliant with data protection legislation and have a personal responsibility to keep data secure that they come into contact with.

6. Evaluation

Why it's important: Monitoring the boards effectiveness is a key element of good governance. The board needs to assess its effectiveness and efficiency and ensure ongoing compliance with its

statutory and legal duties under review. Individuals should also reflect on their own contribution helping to create a stronger and more motivated board.



The Role of the Governing Board

As a school governor we are part of a corporate Board known as the Governing Board. Our role is to effectively run the school in partnership with headteacher. The governing board is the key strategic decision maker for the school.

It is the governing board's role to work to strengthen, support and challenge the headteacher's leadership and the school and hold them accountable for the day to day running of the school, their professional judgement in these matters and duties including the performance of staff and children. The governing board is answerable to parents, the wider community to which the school belongs, the local authority and Ofsted.

The law makes it clear that the functions of governing boards are exercised corporately, and governors have no powers to act as individuals unless very specific tasks have been delegated to them by their governing board. That is, the decisions taken are those of the governing board as a whole, exercising collective responsibility. Governors should at all times exercise reasonable care and common sense.

It is crucial for the governing board to build itself into an effective team. Each governor has unique qualities, experience, skills and special interests. Individual differences are a team's greatest asset. Together they help us to learn from each other and to build competence and confidence individually and as a governing board. This helps when allocating tasks so that each governor's skills are utilised whilst also having the opportunity of learning from each other.

A skills audit is carried out regularly to check the skills that each member of the governing board has and how these collectively complement and support each other. The audit also identifies areas where more strength of experience is needed so that when the next vacancy occurs a governor with those specific skills can be recruited e.g. finance.

A good team is one whose members are aware and supportive of each other. They share the work and are eager to learn and develop. They know and abide by the rules that safeguard every individual's space and accept responsibility for the quality of their work together.

As a governing board we:

- Capitalise on our strengths
- Seek to appoint new members with a wide range of skills and experience to enhance those of the existing governing board
- Prioritise the continuous training and development of all our members
- Share the workload
- Give individuals opportunities to develop specialist roles and/or new skills and experiences
- Exercise our responsibilities corporately
- Periodically review our effectiveness.

Meetings of the governing board are generally held once per term and are attended by all the governors. Very occasionally an extraordinary meeting is called to deal with specific issues.

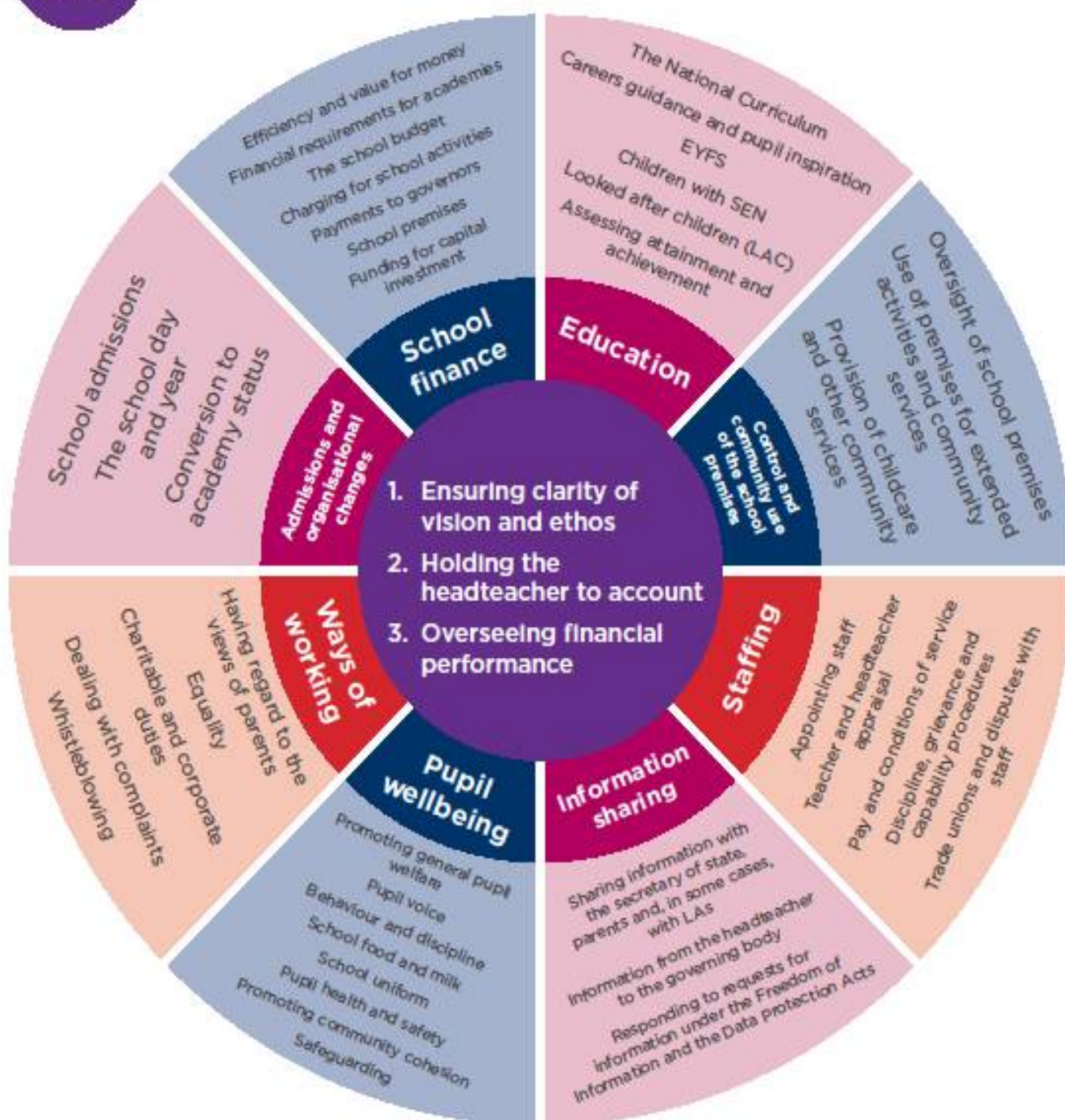
There are three smaller committees, Personnel and Pay, Pupil and Curriculum and Finance and Premises. These broadly focus on staff matters, the curriculum and children's progress and, the finance of the school. Individual governors also take responsibility to carry out more focused areas of monitoring such as reading, phonics, safeguarding, SEND and health and safety.

We encourage all governors to join in discussions, ask questions of the head, each other or the clerk.

Everyone's voice is important and everyone's contribution is valuable. Open debate helps us to reach informed decisions, make progress, ensure the children are receiving the best possible education and opportunities and to grow and develop as a governing board.



Wheel of governance



The Role of the Chair

The Chair of the governing board plays a key role in the effectiveness of the governing board. The Chair leads the governing board but does not have any power to act on the governing Board's behalf without instructions, except in certain cases of urgency.

The role of the Chair is primarily to:

- Ensure that meetings are conducted efficiently following the correct governing board procedures and in accordance with the law
- Ensure that meetings are run efficiently, focusing on priorities and making the best use of the time available
- Consider and approve the agenda for each meeting, and ensure it is manageable
- Ensure agenda items are properly introduced, decisions are taken when necessary and are recorded.
- Ensure governors are encouraged and have equal opportunity to participate fully in discussions and decision making
- Encouraging all members of the governing board to work together as a team, by recognising and using individual governor's strengths and skills, delegating effectively and clarifying objectives
- Maintain communication with the headteacher and governors between governing board and sub-committee meetings;
- Act as a spokesperson on behalf of the governing board where necessary;
- Acting in cases which are deemed urgent as defined in statute and applies where a delay in exercising the function would be seriously detrimental to the interests of the school, a parent, a pupil or staff member
- Ensure that information and documents received are shared with the governing board
- To carry out any duties delegated by the governing board

The Role of the Clerk

Every governing board is legally required to appoint a Clerk. High quality professional clerking is central in providing administrative and organisational support to the governing board and its committees.

Clerking is not only about good organisation and administration, but also, and more importantly, about helping the board understand its role, functions and legal duties. This is crucial in helping the board exercise its functions expediently and confidently, so that it can stay focused on its core functions. The clerk to governors plays a key role in governor involvement in school improvement and accountability.

They are responsible for:

- Advising the governing board on constitutional matters, duties and powers
- Securing the continuity of the governing board's business
- Observing confidentiality requirements.
- Preparing and circulating agendas for full governing board meetings

- Recording the membership of the governing board and attendance of governors at meetings and advising when appointments need to be made/elections held

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- Minuting the meetings of the full governing board and its committees
-
- Sending draft minutes to the chair and headteacher for approval
- Ensuring that all written reports and papers presented to the meeting are filed as part of the minutes and are made available for public inspection subject to the governing board's ruling on confidentiality
- Performing such other functions as may be determined from time to time by the governing board
- Ensure that all governors are eligible to serve as governors.

Role of the Headteacher

Create and provide ethos, educational vision and direction for the school which secures:

- Effective teaching, successful learning and achievement by pupils,
- Sustained improvement in pupils' spiritual, moral, cultural, mental and physical development, preparing them for the opportunities and experiences of their daily life.
- Work with the governing board and LA to develop a strategic view for the school in its community, translating local and national policy into the school context.

Work positively with the governing board to review, implement and communicate the strategic plans and annual improvement plans identifying appropriate priorities and targets for ensuring that pupils achieve high standards and make consistent progress.

Monitor, evaluate and review the effectiveness of the school's policies, priorities and performance in practice and take appropriate action.

Ensure that the management, finance and administration of the school support its vision and aims.

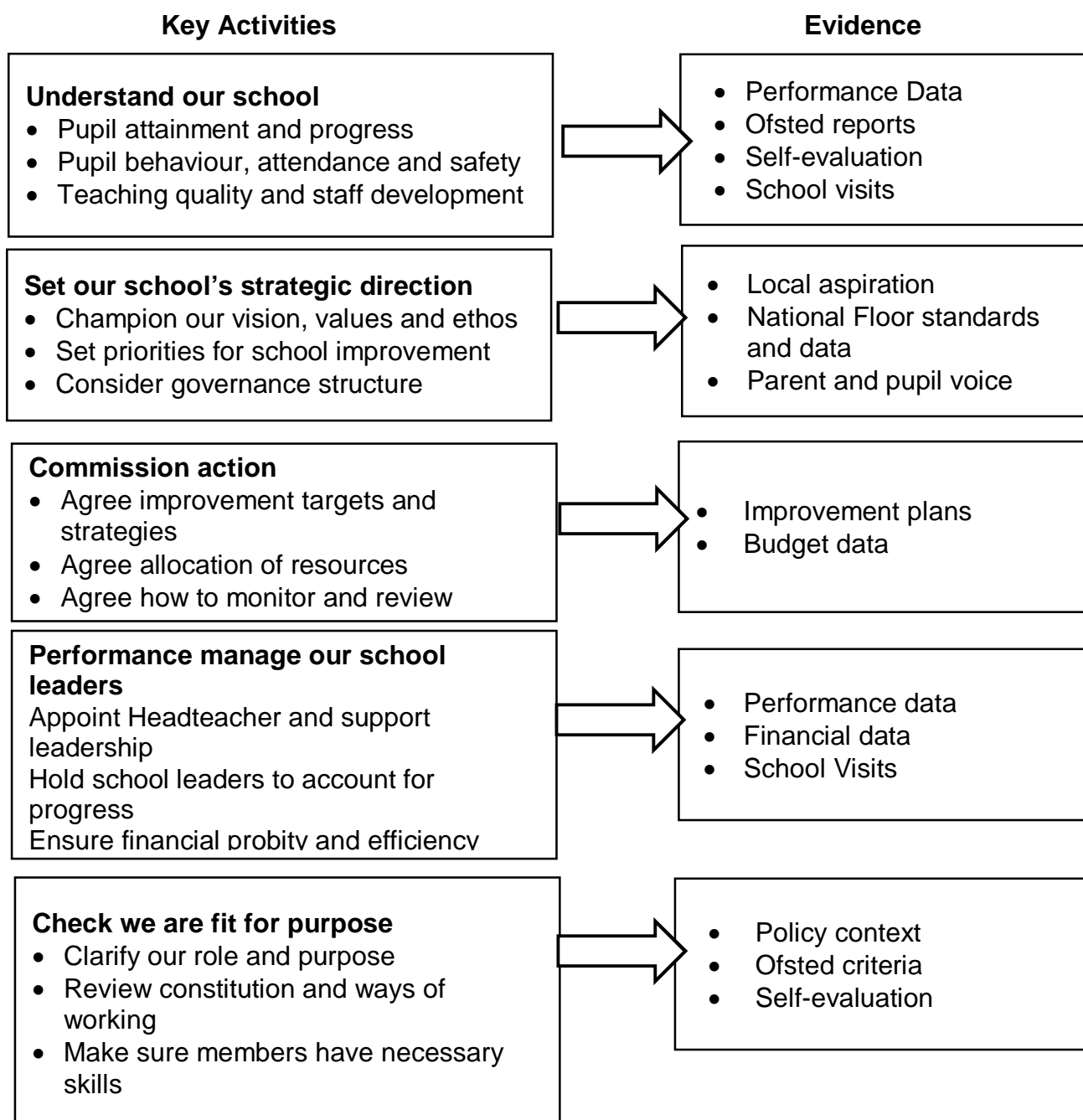
Promote and safeguard the welfare of children and ensure that equalities and inclusion policies and practices for all pupils and staff are used effectively.

Pursue continuous professional development, current knowledge and understanding of education and school systems locally, nationally and globally.



An Overview of School Governance

Key activities to ensure our core functions are effectively fulfilled:



How the Governing Board does its work

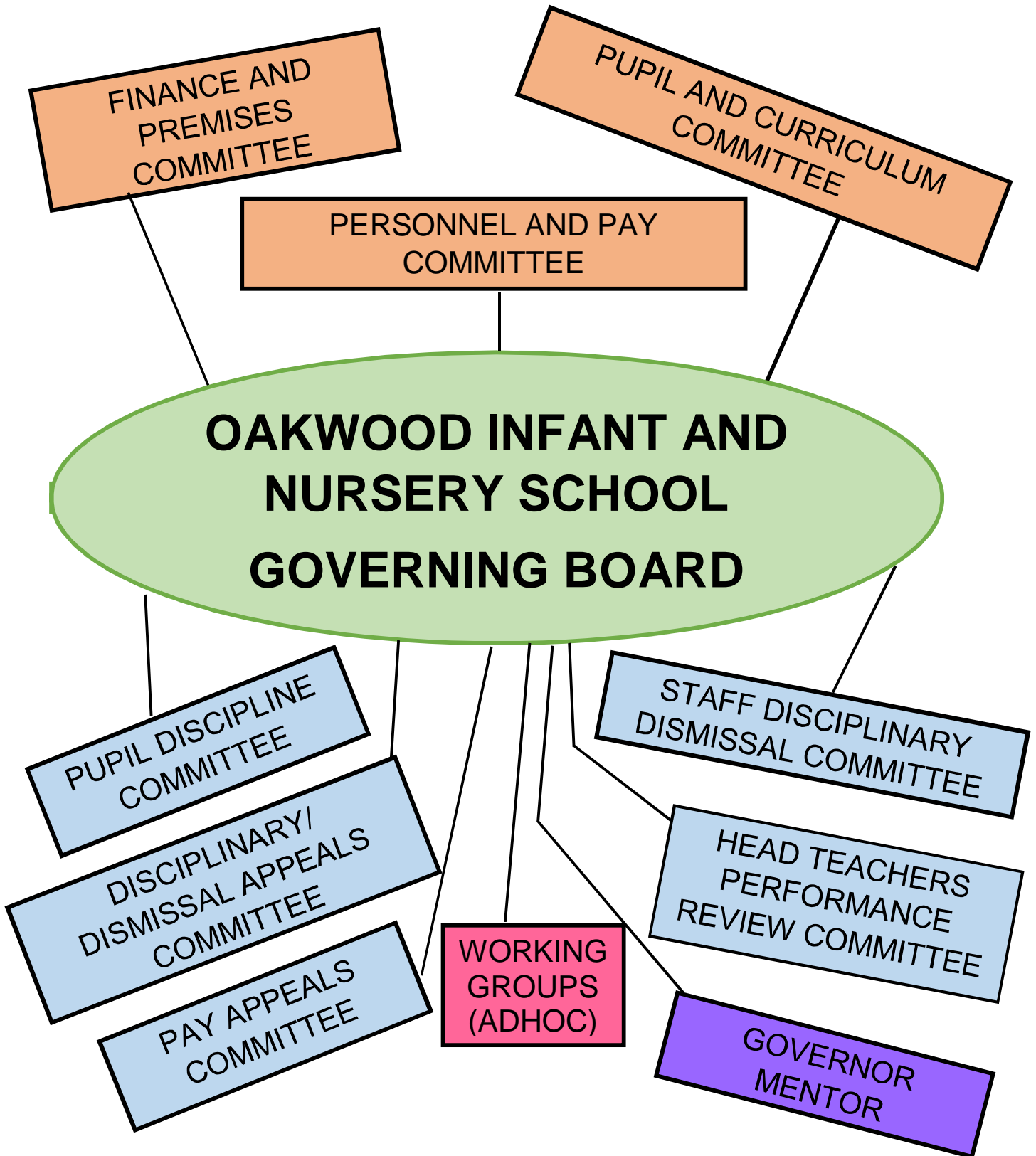
School governing boards are the strategic leaders of our schools and have a vital role to play in making sure that every child gets the best possible education. The role of the school governor is a demanding but very rewarding role and is a good way for people to give something back to their local community.

Governors carry out their work in a number of ways:

- Attend meetings, committees and from time to time participate in working groups as required
- Visit the school so that they can see first-hand evidence of the quality of teaching and learning and the conduct of pupils.
- Present information to parents and receive their responses and opinions
- Be aware of the trends and developments in education including changes in the law that affects schools.
- Become part of an effective team of governors which is able to make best use of their individual talents and exploits their strengths as a team
- Set objectives for the headteacher
- Adopts and implements a pay policy for all staff
- Actively participates in the inspection of the school by Ofsted and Essex County Council and draws up an action plan in response to the inspection report:
- Setting and monitoring the school's aims and policies
- Appointing the Head and participate in the appointment of senior staff
- Determining how the school's budget is spent including deciding how many staff will work there and their pay
- Promotes high standards of educational attainment and sets targets for pupil achievement
- Forming policy on the school's curriculum making sure the curriculum is balanced and broadly based
- Setting standards for pupils' behaviour and discipline
- Making sure school buildings are welcoming and safe
- Take responsibility for the conduct of the school
- Hearing appeals and grievances
- Representing the interests of the community in which the school is situated.
- Regulate staff conduct and discipline
-

School governance is a team effort and decisions are made corporately. You're not on your own, and you must not act on your own. Effective governance is about team work with headteachers, staff, governors and the community.

Governing Board Structure



Governing Board Committees

2019-2020

Finance & Premises Committee (7)

Tom Baird (Vice Chair)
Nigel Borley (Chair until 31.03.2020)
Christine Chadbourne
Debbie Langstone
Kathy Maguire-Egan (Headteacher)
Robert Young
Natasha Clampin

Personnel & Pay Committee (7)

Nigel Borley
Christine Chadbourne
Jenny Cooke (Chair)
Sean Fountain (Vice Chair)
Robert Young
Natasha Clampin
Kathy Maguire-Egan (Headteacher)
Debra Langstone (Observer)

Curriculum & Pupil Related Committee (8)

Christine Chadbourne
Sean Fountain
Fiona Wells (Deputy Headteacher – Chair until 3.12.2019)
Tom Baird
Natasha Clampin
Robert Galvani

Headteacher's Performance Management Committee: (3)

Mrs. Chadbourne
Ms. Cooke
Mr. R. Young

Governor Mentor

Tom Baird

Pay Committee (3)

Tom Baird
Christine Chadbourne
Nigel Borley (reserve)
Robert Young
Debra Langstone (observer)
Jenny Cooke

Pupil Discipline Committee (4)

Selected from pool of governors as required

Disciplinary & Dismissal Committee (3)

Selected from pool of governors as required

Disciplinary & Dismissal Appeals Committee (3)

Selected from pool of governors as required

Pay Appeals Committee (3)

Selected from pool of governors as required



The role of the school governor

What Makes a good governor?

- You care about improving children's educational attainment.
- You want to contribute to the local community.
- You can work corporately and understand the concept of corporate decision making.
- You value the contributions of other people who may hold alternative views to your own.
- You accept the need for training.
- You are willing to ask questions.
- You are open to new ideas and willing to learn.

What governors need to be:

- Fully committed to the role and prepared to give some of your time to the work
- Discreet, open minded and fair
- Fully involved in the activity of the governing board and ensure continuity by attending meetings regularly.
- Be prepared to devote time to visiting and participating in the school in order to observe the work and life of the school at first hand;
- Participate - If you cannot prepare for, and attend, meetings you will not be able to help the school effectively.
- Willing to raise questions constructively and participate in discussion and decision making
- Prepared to participate in the life of the school
- Open to new ideas and ready to learn
- Act at all times with honesty and integrity
- Ready to explain your actions and decisions to staff, pupils, parents and anyone with a legitimate interest in the school
- Serve a term of four years from the date of appointment although, you may resign at any time if you wish
- Complete the Certificate of Governance
- Attend further training courses arranged by the Local Education Authority which are free of charge and which will improve your skills and contribute to your personal development

What can governors offer?

- Enthusiasm and commitment.
- Experience as a parent, and/or a carer,
- Life and work experience
- Experience of other voluntary/community roles in which they may have been involved
- As a parent, their own understanding of other parents' concerns
- Knowledge of the local area and the local community – this will be invaluable to the governing board
- Governors living in the locality of the school will have a feel for what is important to our school and local community.

Confidentiality

From time to time governors will be involved in discussions where very personal and sensitive information is exchanged. At other times, when the governing board is making decisions about the finances of the school, perhaps commercially sensitive information is discussed. Because of the sensitivities involved, these kinds of discussions are regarded as confidential.

It is essential to governor's personal reputation and credibility and that of the governing board that the rule of confidentiality is maintained. This applies when information is given to you in confidence whether you receive the information in the playground or the street, or during the meeting of the governing board.

The only circumstances when a breach of confidentiality is justified arises when a governor receives information in confidence outside a meeting, which suggests that a pupil is at risk of some kind. Safeguarding/child protection matters **cannot** be kept confidential and must be reported. In such instances you should seek the advice of the headteacher and chair before breaching the confidence as soon as practicably possible.

How much time does it take?

Governors act as a team and, as such, the amount of time that each of them can give to the role will vary according to their own personal commitments. Some governors will be able and willing to give a lot throughout their time as a governor. Others will find that the amount of time they can give increases or reduces during that period according to whether they work and other commitments they may have.

Time off work

School governors are like magistrates or members of a jury and have a right to reasonable time off work for their public duties. Under section 50 of the Employment Rights Act 1996 employers must give anyone in their employment who serves as a governor reasonable time off to carry out their governor duties. Employers can decide whether this time off is given with or without pay. Governors in employment, should clarify with their employer the conditions for releasing employees from work and whether this would be with or without pay.

DBS Checks

Enhanced DBS checks must be obtained for all governors under School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 legislation

Code of Conduct

The governing board has a code of conduct that sets out the expectations and commitment required from governors including responsible use of social media. The code of conduct is reviewed annually during the first full governing board meeting of the academic year.

Business and Pecuniary Interests

Governors have a legal duty to act only in the best interests of their schools and are required to declare any personal interest they have which may conflict with this duty. This ensures governors are acting in the best interests of the school.

Governors must provide details relating to:

- Your ownership or partnership of a company or organisation which may be used by the school to provide goods or services;
- Goods or services you offer which may be used by the school;
- Any close relation you have to someone who satisfies either of the above;
- Any close relationship you have to someone who is employed by the school.

Expenses

The Regulations do not allow governors to be paid attendance allowance or for loss of earnings. The governor must have actually incurred expenditure for which he or she is seeking reimbursement.

Travelling expense payments are limited to either the reimbursement of public transport costs (standard class if rail travel is involved) or mileage payments. If payments are made for subsistence these are also subject to statutory limits. So long as payments reimburse actual expenditure they are not taxable.

Governor Roles



Individual Governor's Subject Roles

Name	Subject/ Area of Responsibility
Mr. Tom Baird	Science PE Health and Safety
Mrs. Christine Chadbourne	Safeguarding Child Protection SEF
Ms. Jenny Cooke	SEND Gifted & Talented SIP
Revd. Sean Fountain	Multicultural RE English – Writing and PGS English – Reading and Phonics
Mr. Nigel Borley	Attendance SIP
Mrs. Kathy Maguire-Egan	Mathematics
Mr Robert Young	Health Schools PSHE ICT
Dr Robert Galvani	Geography History
Mrs Fiona Wells	Art Design and Technology
Natasha Clampin	Gifted and Talented Pupil and Staff wellbeing Pupil Premium Music

Phase Allocation

(Governors to attend meetings for their phase area)

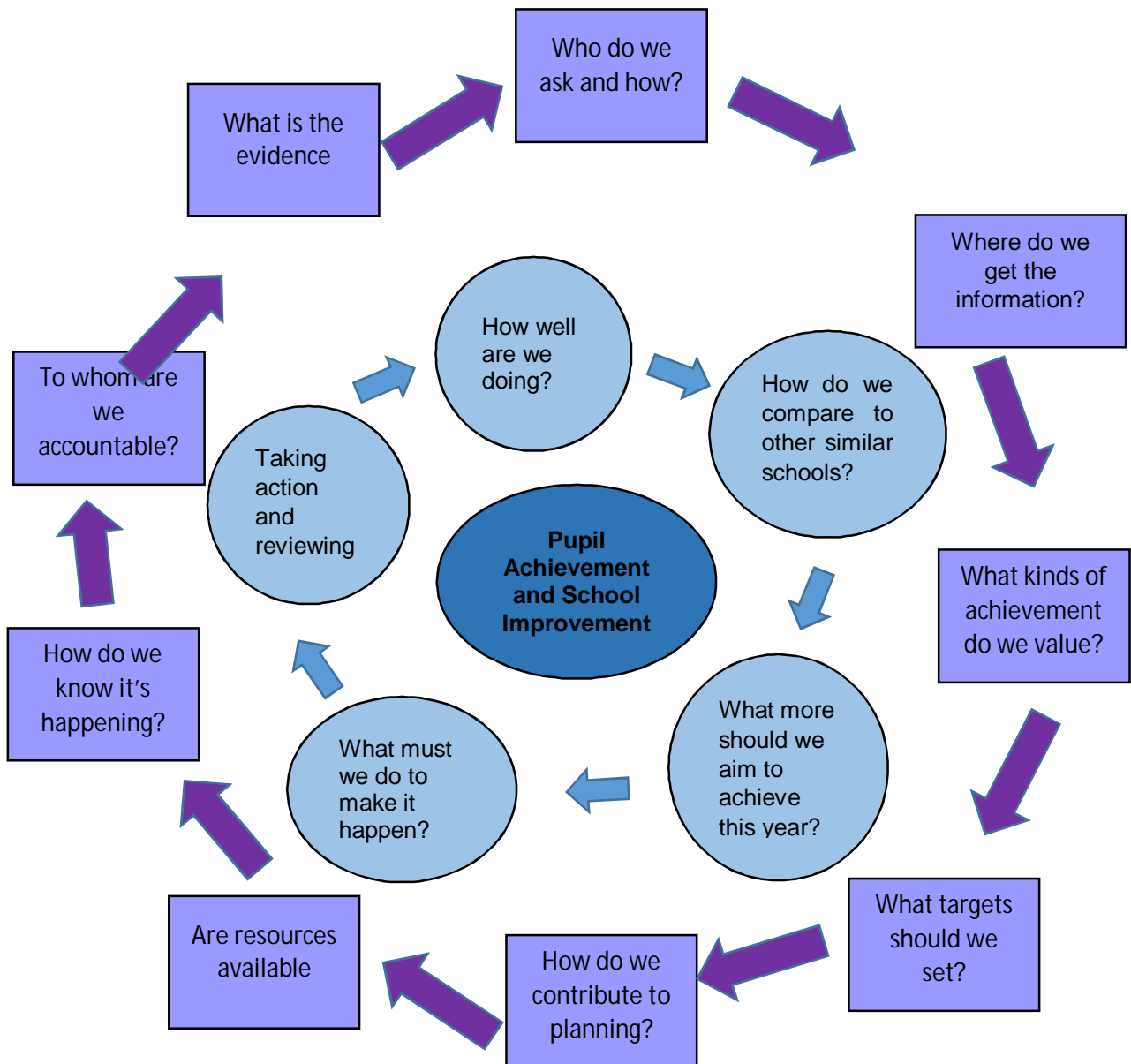
Nursery Kathy-Maguire-Egan Tom Baird	Year 1 Jenny Cooke Sean Fountain
Reception Fiona Wells Robert Young Natasha Clampin	Year 2 Nigel Borley Christine Chadbourne Robert Galvani

Expectations

The governing board expects the school to:	The school expects the governing board to:
understand and respect its statutory role and purpose	respect the professional expertise of the headteacher and staff
recognise the shared commitment to school improvement and securing the best outcomes for every child	work openly in partnership with the headteacher and staff for the benefit of the school and its pupils
respect governors as volunteers who bring other skills, experiences and perspectives, and value their contribution	demonstrate its commitment, collectively and individually
work openly with the governing board and provide clear, concise and relevant information on which to base decisions	act and take decisions that are in the best interests of the school and not those of self, individuals or groups
enable all governors to become involved in the life of the school	support the school with parents and in the community
contribute to the induction, training and development of governor	recognise the need for both governor induction and ongoing training and development
ensure that where educational jargon is unavoidable it is at least explain	

The expectation of individual governors is that they will:
enhance the work of the governing board to enable a strong focus on raising standards, so that every child achieves their potential
demonstrate their commitment by getting to know the school and becoming involved in school life and activities
take personal responsibility for their ongoing training and development
prepare for meetings so they are well informed, having at minimum read all of the papers sent out with the agenda
attend meetings (governing board/committees/working group) and play an active part
support the school with parents and in the community
recognise the corporate status of the governing board and the concept of collective responsibility
respect confidentiality and the need to act with circumspection

The Governing Board's Role in School Development



Governor Visits

One role of the governor is to ensure that the school has the highest educational standards and is monitored through visits to the school:

- Formal visits where governors represent the governing board with a specific monitoring role and defined objective e.g. health and safety, safeguarding, curriculum, SEND.
- Termly governing monitoring weeks where governors focus their monitoring on a specific theme agreed by the board and which enhances the overall monitoring role.
- Visits may involve meeting with the headteacher, deputy head teacher, support staff, specialist staff, class teachers and pupils.
- Informal visits attending assemblies, sports days, parents' evenings, plays and link class support

A governor's visit should ultimately enrich the whole governing board's understanding of the school as well as the visiting governor's.

Each visit needs to be written on the visit. There are two formats for writing visits. The Governor Monitoring Form is to be completed for all monitoring visits and a copy given to the head teacher and the office, finance and personnel manager to be included in the next full governing board meeting pack. At the next full governing board meeting Governors will be invited to ask any questions they may have after reading your report.

For each school event you attend such as assemblies, parent evenings, the Governor School Event Visit Report Form should be completed and circulated to all governors and a copy to the office, finance and personnel manager to be included in the next full governing board meeting pack

Please see the appendix for the monitoring visit policy and proforma for writing up your visits.

Developing Governor's Skills

Governing boards play a vital role in raising pupil's achievement. By accessing training governors can improve their practice and influence the quality and impact of school governance resulting in higher standards and the very best opportunities for our children.

The governing board subscribes to the training programme presented by Essex County Council Governor Services. Essex Governor Services are committed to providing information, specialist advice and development opportunities to enable the governing board to be well informed and effective. This is a comprehensive training programme for both new and experienced governors. These courses are free of charge to members of the governing board and can be accessed on <https://www.eescpdportal.org>

The governing board also receive one free development session each year specific for our own governing board's training needs.

All new governors are required to attend the induction training and to complete the Certificate of Governance. Thereafter governors are expected to attend further training of their choice from the training brochure.

The training can be supplemented by online training provided by the National Governors Association. This is good quality training and easy to access –

<http://www.nga.vc-enable.co.uk>

<https://www.moderngovernor.com>

Skills Audit

Effective governing bodies seek to secure or develop expertise and experience in analysing performance data, in budgeting and driving financial efficiency, and in performance management and employment issues, including grievances.

A skills audit is a process for identifying governors' skills, knowledge and experience and comparing these against those required by the school now and in the future. It also assists in identifying the recruitment/selection and training/development of governors.

An annual skills audit enables a Governing Body to undertake an overall assessment of its effectiveness. The information obtained will be of use in informing/supporting the structure of the governing body ensuring that the shape (model), function and delegation to committees or boards and specific tasks to individuals are appropriate in fulfilling their strategic role effectively.

You will find a copy of the Skills Audit form in the Appendix.

Surviving your first meeting

Remember – We were all a new governor once.

At your first meeting you will need to get to know your governor colleagues, some of whom may, like you, be new governors. The governor mentor will support you through the induction process and your first meeting.

The chairperson will welcome you and, each governor will introduce themselves. It might be helpful to make a note of who is sitting where. If you are feeling uncertain and apprehensive, remember that it is likely that there may be others feeling the same. This is natural. We all need a settling-in period whilst we get to 'know the ropes' and - remember even the most experienced governors felt exactly the same when they first became a governor.

You may wish to acclimatise yourself before making a contribution to the meeting, after all, it is not a competition to see who can speak first or the longest. Take your time! The governing board offer a lot of support and encouragement to our new governors.

Don't worry if you feel you did not contribute fully at your first meeting. There will be plenty of other opportunities both to get to know your governor colleagues and to make your contribution to meetings.

Remember induction training for new governors is an excellent way to learn about your new role and responsibilities.

Although you will be expected to join one of the committees this will not be straight away and you will be encouraged to observe the committee meetings first so that you can see how they function.

You may feel more comfortable joining a committee where you already have some knowledge or experience about their focus. Joining a committee is a very good way of learning very quickly about a subject which is very new to you.

A note to the new governor

We hope this handbook will help you as you start out on your journey as a governor at Oakwood Infant and Nursery School. As governors we all know it may seem a bit overwhelming and that perhaps you may be wondering why on earth you volunteered to become a governor, the more you read the more difficult and demanding the job seems to be.

As governors no matter how experienced we may be we have all had those thoughts and still do from time to time. But the driving force for us continuing is always the children and being able to influence the opportunities we can give them to ensure they have the best possible start on their education journey.

The benefits of becoming a school governor are immediate and long lasting. In volunteering your time you are making a positive contribution to the school's success and having an impact upon the lives of its pupils, teachers and local community.

We like to pride ourselves that we are a welcoming, caring and supportive group of committed governors who work hard for the children but also know how to have fun together.

All that is left to say is a very warm welcome and we look forward to working together with you.

Appendix

Oakwood Infant and Nursery School



GOVERNORS' INDUCTION POLICY

Reviewed: 06.01.2020
Next review: 01.01.2021

Ratified by the Governing Board: 08.01.2020

The Governing Board and Headteacher believe it is essential that all new governors receive a comprehensive induction package covering a broad range of issues and topics. There is a commitment to ensure that the new governors are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, leading to more effective governance and retention of governors.

PURPOSE

- To welcome new governors to the Governing Board and enable them to meet other members
- To encourage new governors to visit the school to experience its atmosphere and understand its ethos
- To meet the Headteacher, staff and children
- To explain the partnership between the Headteacher, school and Governing Board
- To explain the role and responsibilities of governors
- To give background material on the school and current issues
- To allow new governors to ask questions about their role and/or the school
- To explain how the Governing Board and its committees work
- To allow new governors to join the committee(s) of their choice

New governors will:

- Be welcomed to the Governing Board by the Chair
- Be invited by the Headteacher to visit the school
- Have the opportunity to tour the school and meet staff and children
- Receive an informal briefing on the school from the Headteacher and/or Chair
- Be asked to complete a DBS check and declaration
- Have the opportunity to meet informally with the governor mentor.
- Be accompanied by the mentor to their first full Governing Board meeting (if required)
- Have the opportunity to review their first meeting with the mentor

New governors will receive:

- Details to access the Department of Education Governance Handbook and Competency Framework.
- The school's "Induction Pack for School Governors"
- The School Development Plan
- The Local Authority Governor Services' Welcome Pack and governor training programme
- Minutes of the last full Governing Board meeting and details of the Governing Board committees including their terms of reference
- The latest Headteachers Report to Governors
- Dates for future governors' meetings including committee meetings
- Details of how to contact the other governors
- Details of how to contact the school including the e-mail address
- The Oakwood Infant and Nursery School Governor's Handbook
- The Governor Monitoring Visits Policy

New governors are also recommended to access the school website:

www.oakwoodinfantandnurseryschool.co.uk

And to read through each section of the website especially

- The latest Ofsted report
- The latest School Profile
- School Policies
- Safeguarding
- Children with Special Educational Needs and Disabilities
- School Newsletters
- Governor Information

Areas that the Chair of Governors/mentor will cover include:

- Background to the school
- Current issues facing the school
- Visiting the school
- Safeguarding arrangements at the school and the governor's role in safeguarding
- The relationship between the Headteacher and Governing Board
- An overview of the governor's role (including confidentiality)
- Details of frequently used acronyms
- How the full Governing Board and committee meetings are conducted
- How to propose agenda items
- Governor training

New governor checklist

Induction procedure	Governor: please sign and date once actioned
Invited by the Headteacher/Chair of Governors to visit the school	
Toured the school and met staff and children	
Completed identification process for DBS check or declaration	
Received an informal briefing on the school from the Head or Chair	
Assigned/met informally with governor mentor	
Welcomed to the Governing Board by the Chair	
Have you received or read on the school website?	
Details to access the Department of Education Governance Handbook and Competency Framework	
Induction Pack for School Governors (including school map)	
The School Development Plan	
The Local Authority Governor Services' Welcome Pack and governor training programme	
Minutes of the last full Governing Board meeting and details of the Governing Board committees including their terms of reference	
Dates for future governors' meetings including committees	
Details of how to contact the other governors	
Details of how to contact the school (including the e-mail addresses)	
Recent School newsletters	
Latest Ofsted report	
Latest School Profile	
Governor Monitoring Visits Policy	
Financial Regulations and Scheme of Delegation (Resources Committee)	
Has the Chair of Governors or Headteacher covered?	
Background to the school	
Current issues facing the school	
Visiting the school	
Safeguarding arrangements including the governors role in safeguarding and the person who is the school Designated Safeguarding Lead I)	
Overview of the governor's role	
Relationship between the Headteacher and Governing Board	
Have you had the opportunity to	
Complete the Business Interests Form	
Review your first GB meeting with the mentor?	

Name:

(Print FULL name of governor)

Signed:

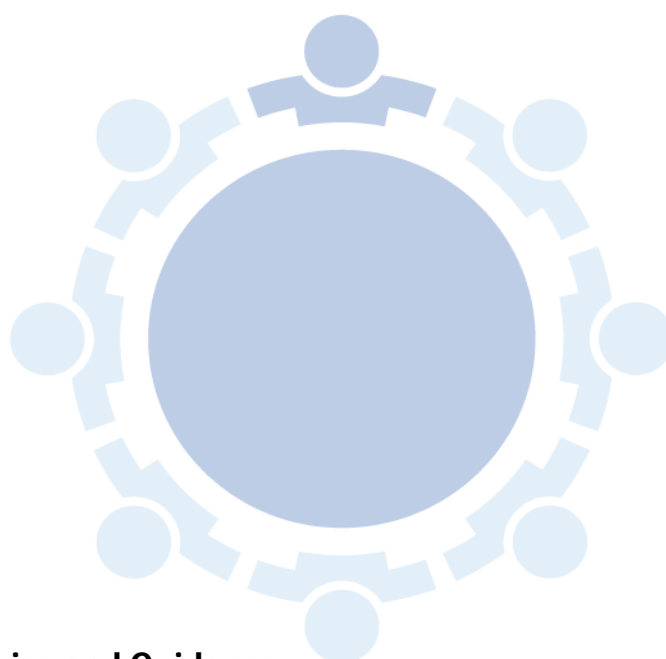
Date:

Please retain original signed copy for your own records and forward a copy to the Chair of Governors

Model Procedures:

Code of Conduct

Legislation, policies and procedures



Author: Steve Edmonds, Director of Advice and Guidance
September 2019

National Governance Association

The National Governance Association (NGA) is the leading membership organisation for governors, trustees and clerks in state-funded schools, academies and free schools in England.

We are an independent charity that aims to improve the educational standards and wellbeing of young people by increasing the effectiveness of governing boards and promoting high standards. We do this by providing information; guidance and advice; undertaking research; delivering face-to-face training, e-learning and consultancy; and holding national conferences and regional events. We ensure the views of governors are represented at the national level and work closely with, and lobby, UK government and educational bodies.

Code of Conduct for School Governing Boards

2019 Version

This code sets out the expectations on and commitment required from school governors, trustees and academy committee members in order for the governing board to properly carry out its work within the school/s and the community. It can be amended to include specific reference to the ethos of the particular school. Unless otherwise stated, 'school' includes academies, and it applies to all levels of school governance.

This code can also be tailored to reflect your specific governing board and school structure, whether that is as a maintained school or academy, either as a single school or group of schools. Where multiple options are given, i.e. senior executive leader/headteacher and governor/trustee/academy committee member, please amend to leave the option relevant to your governing board.

Once approved by the governing board, the Code will apply to all governors/trustees/academy committee members.

This Code should be read in conjunction with the relevant law and for academies, their articles of association and agreed scheme of delegation. It should be adapted as appropriate depending on the governance setting and level of delegation. However, its guiding principles should be retained regardless of the governance setting and level of delegation afforded to it.

The governing board has the following 3 strategic functions:

Establishing the strategic direction, by:

- Setting and ensuring clarity of 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 lead executive/headteacher (where delegated)
- Monitoring the educational performance of the school/s and progress towards agreed targets
- Performance managing the lead executive/headteacher (where delegated)
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained

- Ensuring risks to the organisation are managed

NGA recognises the following as the fourth core function of governance:

Ensure that other key players with a stake in the organisation get their voices heard by:

- Gathering the views of pupils, parents and staff and reporting on the results.
- Reaching out to the school's wider community and inviting them to play their part.
- Using the views of stakeholders to shape the school's culture and the underpinning strategy, policies and procedures.

As individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and its strategic role.
- We understand how the role of the board differs from and works with others including the headteacher and where appropriate, executive leaders, trust boards and academy committees.
- 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 governance 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/group of schools. 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 executive leaders.
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation.
- We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements.
- We agree to adhere to the school's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law.
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views
- When communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation.

- We will avoid, as far as possible, becoming involved in any communication which may lead to a conflict of interest with the role of the governing board.

Commitment

- We acknowledge that accepting office as a governor/trustee/academy committee member 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/s well and respond to opportunities to involve ourselves in school activities.
- We will visit the school/s, with all visits arranged in advance with the senior executive leader/headteacher and undertaken within the framework established by the governing board.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor/trustee/academy committee member.
- 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 governance, 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/trustees/academy committee members will be collected and logged on the DfE's national database of governors (Get information about schools).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors/trustees/academy committee members, the clerk to the governing board and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We will confront malpractice by speaking up against and bringing to the attention of the relevant authorities' any decisions and actions that conflict with the Seven Principles of Public Life (see annex) or which may place pupils at risk.
- 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 executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

Confidentiality

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

Conflicts of interest

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

Ceasing to be a governor/trustee/academy committee member

- We understand that the requirements relating to confidentiality will continue to apply after a governor/trustee/academy committee member leaves office

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/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.

Ratified by the Governing Board of Oakwood Infant and Nursery School

Date: 08.01.2019

The Framework for Ethical Leadership in Education

The Ethical Leadership Commission has developed the following Framework for Ethical Leadership to help school leaders take difficult decisions. As important as the language is, these aren't just fine words, they are meant to support a culture in which ethical decision making can flourish.

1. Selflessness School and college leaders should act solely in the interest of children and young people.
2. Integrity School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. Objectivity School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. Accountability School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. Openness School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. Honesty School and college leaders should be truthful.
7. Leadership School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

- a. **Trust:** *leaders are trustworthy and reliable*
We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
- b. **Wisdom:** *leaders use experience, knowledge and insight*
We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.
- c. **Kindness:** *leaders demonstrate respect, generosity of spirit, understanding and good temper*
We give difficult messages humanely where conflict is unavoidable.
- d. **Justice:** *leaders are fair and work for the good of all children*
We seek to enable all young people to lead useful, happy and fulfilling lives.
- e. **Service:** *leaders are conscientious and dutiful*
We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.
- f. **Courage:** *leaders work courageously in the best interests of children and young people*
We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.
- g. **Optimism:** *leaders are positive and encouraging*
Despite difficulties and pressures, we are developing excellent education to change the world for the better.

The Seven Principles of Public Life (Originally published by the Nolan Committee)

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.

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

Governing Board Skills Audit 2019 version

For governors, trustees of single academy trusts and academy committee members

Why this is important

The governance handbook 2019 says that boards should identify the skills they need having regard to the department's Competency framework for governance published in 2017 that sets out the knowledge, skills and behaviours required for effective governance. This skills audit is a useful way of assessing the needs of your governing board to inform recruitment, succession planning and the training that governors/trustees require.

Format and structure of the skills audit

This skills audit is based on the six features of effective governance that are referred to in the competency framework and additional skills and competences required that enable a positive contribution to the board. It does not attempt to replicate all 200 plus competencies that are listed in the framework.

The skills audit is based on the principle that governing boards are best placed themselves to individually assess which areas outlined in the framework are most important for them. Therefore it combines the core aspects of the framework with the priceless experience and feedback of our members to inform the skills, experiences and knowledge included.

The skills audit does not ask potential or serving governors or trustees to rate their commitment to their, school, its ethos, vision and to improving education and welfare for all pupils. Nor does it ask them to evaluate their willingness to devote time and enthusiasm to the role. It is assumed that this has been established from the outset.

Trustees of multi academy trusts should use the version of the skills audit that has been for produced for them, which can be accessed via this link.

How to use it

Each area should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise. A skills matrix in which responses can be collated can be found on the NGA website.

See our guidance for governing boards on making the best use of skills audits.

The skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for school leaders.

No individual is going to have all the skills listed in the audit. The governing board is a team, and the purpose of the audit is to ensure that each skill below is covered by at least one of the governors/trustees around the table.

Governors, trustees and academy committee members of single schools Knowledge, experience, skills and behaviours	Level of knowledge or skills/behaviour, rate on scale of:				
	No	→	→	→	Yes
	1	2	3	4	5
1. Strategic leadership					
Experience of being a governor/trustee in another school or being a board member in another sector.					
Experience of chairing a board/governing board or committee.					
Awareness of the key aspects of national education policy e.g. school funding, curriculum, teaching, learning etc. and education locally e.g. the types of school, local education issues etc.					
Knowledge and or experience of the community served by the school that can be useful to the board.					
Experience of strategic planning and translating a vision into clear objectives.					
Experience of engaging and working with stakeholders (e.g. parents, community groups, local business etc.) within or outside of the school sector.					
Understand the principles of risk management and how to prioritise, assess and mitigate against risks.					
Experience and or involvement in change management activities e.g. planning a re-structure or reorganisation.					
2. Accountability					
Experience of working with leaders to establish expectations for improvement, outcomes and of how progress is to be reported.					
Knowledge of the elements that make up a broad and balanced school curriculum and how the attainment and progress of pupils is assessed and measured.					
Ability to interpret data and statistics presented in a range of formats relating to the progress and outcomes achieved by pupils and using it to identify strengths, weaknesses and areas for development.					
Ability and confidence to ask questions and challenge leaders in an appropriate way on matters relating to the educational outcomes, behaviour, welfare and wellbeing of all pupils.					
General experience of financial planning, monitoring, decision making, compliance and control.					
Experience of financial planning, monitoring, decision making, compliance and control within the school sector.					
General experience of human resource (HR) policy and processes outside of the school sector.					
Experience of human resource (HR) policy and processes within the school sector.					
General experience of preparing for and responding to inspection and oversight.					
Experience of inspection and oversight within the schools sector.					
3. People					
Ability to listen, reflect and learn from a range of viewpoints and consider impartial advice before reaching my own view.					
Capable of working alongside and of building strong, collaborative relationships with a range of personalities.					
The skills, tact and diplomacy required when discussing issues that are of a sensitive nature and are used to bring people together in adversarial situations.					

Existing governors/trustees only

What contribution do you feel you have made to the governing board over the past year?

4. Structures					
Clear and practical understanding of what the strategic role of a governing board is and how it is different from the management responsibilities that are carried out by the headteachers and senior leaders in the school.					
Experience of reviewing governance structures.					
5. Compliance					
Experience of complying with legal, regulatory and financial frameworks and statutory guidance.					
Working knowledge of the legal duties and responsibilities of a governor e.g. in relation to the safeguarding of children and in respect of pupils with special educational needs and disabilities (SEND).					
Understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues.					
6. Evaluation					
Have experienced the process of evaluating the working practices of a team and of applying the learning to make improvements.					
7. Positive contribution					
Aware of my strengths, weaknesses and am committed to personal development.					
Able to work as part of a team and build positive working relationships with different personality types.					
Honest, transparent and act with integrity.					
The ability and confidence to speak up when I have concerns e.g. about non-compliance.					

Please give brief details of courses you have undertaken in the past year - include governor/trustee training, work based training/development and/or any other development/training activities.

Are there any additional areas of the governing board's responsibilities to which you would like to contribute in the future?

Declaration of pecuniary and personal interest

Name:	
School:	
Position:	

I [Name], declare as a Governor/Trustee of [School/Trust Name] that I hold the following personal and/or pecuniary interest(s):

Pecuniary interests	Please provide details of the interest
Current employment	
Businesses (of which I am a partner or sole proprietor)	
Company directorships – details of all companies of which I am a director	
Charity trusteeships – details of all companies of which I am a trustee	
Membership of professional bodies, membership organisations, public bodies or special interest groups of which I am a member and have a position of general control or management	
Gifts or hospitality offered to you by external bodies while acting in your position as a governor/trustee and whether this was declined or accepted in the last 12 months	
Contracts offered by you for the supply of goods and/or services to the trust/school	
Any other conflict	

Personal interests	Name	Relationship to me	Organisation	Nature of the interest
Immediate family/close connections to governor/trustee				
Company directorships or trusteeships of family/close connections to governor/trustee				

If you are a governor or trustee of any other schools and/or academies, please provide details below:

Name of school/academy:	
Position held:	
Date appointed/elected to post:	
Date of termination to post:	

To the best of my knowledge the information supplied above is correct and complete. I understand that it is my responsibility to declare any conflict of interest/loyalty, business or personal that relates directly or indirectly, to myself or any relation in any contract, proposed contract or other matter when present at a meeting at the school where such contract or matter comes under consideration. I understand that I must withdraw from any meeting during the discussion of such contract or matter and must not vote in respect of it.

I agree to review and update this declaration annually and give consent for the information provided to be used in accordance with the trust/school's conflicts of interest policy.

Signed:	
Date:	

Guidance notes

Governors and trustees have a legal duty to act only in the best interests of their schools. Where a situation arises in which they cannot do this due to a personal interest they have, steps should be taken to identify, prevent and record the conflict. This ensures governors or trustees are acting in the best interests of the school.

In the declaration above, you must provide details relating to:

- Your ownership or partnership of a company or organisation which may be used by the trust/school to provide goods or services;
- Goods or services you offer which may be used by the trust/school;
- Any close relation you have to someone who satisfies either of the above;
- Any close relationship you have to someone who is employed by the trust/school.

Declaring your conflicts of interest is a legal requirement within the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 and for academies, in the Articles of Association and Academies Financial Handbook. However, making an annual declaration does not remove your requirement to make an oral disclosure of the interest and temporarily leave the meeting, where the interest is relevant to something being discussed.

Pecuniary interests

Generally, governors should not participate in any discussions in which they may directly or indirectly benefit from a pecuniary interest, except where the relevant authority has authorised this i.e. legislation for maintained schools or articles of association for academies. A direct benefit refers to any personal financial benefit and an indirect benefit refers to any financial benefit you may have by virtue of a relationship to someone who stands to gain from a decision of the governing board. Both direct and indirect interests must be declared.

Non-pecuniary interests (Conflicts of loyalty)

There may be a non-pecuniary interest whereby the governor does not stand to gain any benefit but a declaration should still be made. For example, this might be where a governor has a family member working in the school. While the governor might not benefit personally, their judgment could be impaired if something was brought up that would affect the family member.

Handling the conflict

The governing board must make a decision as to whether or not they should take steps to remove the conflict by:

- Not pursuing the course of action it relates to; or
- Proceeding with it in an alternative way which does not give rise to conflict; or
- Not appointing the governor in question or seeking to secure their resignation.

In the minutes of the meeting, the following should be recorded:

- The nature of the conflict;
- Which governor(s) it relates to;
- Whether a declaration was made in advance of the meeting;
- A brief overview of what was discussed;
- Whether the governor(s) withdrew from the meeting;
- How the governors made the decision in the best interests of the school.

The School and Early Years Finance (England) Regulations 2013 provide for local authority financing schemes to keep a register of pecuniary interests for the trustees, governors and staff of schools. The register should be reviewed annually by the clerk to the governing board but any new interest or ceased interest, should be reported to the clerk as and when they occur. Upon completion, this signed form should be given to the clerk of governors whose responsibility it is to keep a register of all interests and review it annually. You can find NGA's model conflict register on the [NGA's website](#).

The Charity Commission has produced [guidance on dealing with conflicts of interests](#) which may be useful, even for schools that do not have charitable status.

OAKWOOD INFANT AND NURSERY SCHOOL

GOVERNOR MONITORING VISITS POLICY



Reviewed: 06.01.2020

Next review 01.01.2021

Ratified by the Governing Board: 08.01.2020

Context

One of the key roles and responsibilities for the Governing Board 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. The Governors visiting programme is an integral part of the school's yearly monitoring calendar.

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
- 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
- Assistant 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:-

- Arrive on time and clarify the timetable with the Assistant Headteacher/subject coordinator
- 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 to give a verbal report, and to raise any issues that arose
- Complete the Governor Visit Proforma, reporting on the focus. The completed form should be given to the Headteacher and then, after any possible alterations, the form will be circulated to the governing board and staff
- Governors must report without giving opinions and where possible individuals should not be able to be identified.

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

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 board. 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 board, which will contribute to school improvement.

Governors also attend school events throughout the school year such as assemblies, parents evening, school plays and accompany the children to visits in the community to deliver donations from special events such as harvest. As a governing board we want to keep a record of these visits as they all part of the governors role and also as an information sharer for governors who were not able to attend the event/s.



OAKWOOD INFANT AND NURSERY SCHOOL

GOVERNOR MONITORING VISIT REPORT

Governor	
Date of visit	
Class or area of school visited	
Key issue being monitored/Focus of visit	

Source of Information Gathered	√		√
Visiting/observing classrooms	√	Meeting with subject coordinator	√
Talking to teaching staff		Attending assembly	
Talking to non-teaching staff		Attending lunchtime	
Looking at children's work		Meeting with headteacher	
Talking to children		Premises visit	
Looking at resources		Health and safety visit	
Safeguarding/Children in Care			
Send visit		Other (Specify)	

What was learned from the visit

Progress made regarding key points raised at last monitoring visit
Areas for clarification/questions raised to explore at next visit
Any other comments

Signed	
Print Name	
Date	



OAKWOOD INFANT AND NURSERY SCHOOL

GOVERNOR SCHOOL EVENT VISIT REPORT

Governor	
Event	
Date of Event	
Brief report of visit to event	
Please comment on anything from your visit that the governing board might find useful or which you would like to highlight	
Signed	
Print Name	
Date	



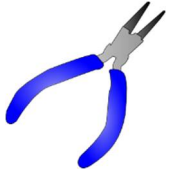
Quality of Teaching



How do governors know about the quality of teaching in their school?

- Regular (termly) report from headteacher about the outcomes of lesson observations – anonymous information, showing trends over time
- Information about what criteria are used to inform judgements about quality of teaching (e.g. on a lesson observation form)
- Pupil progress data (e.g. reports from pupil progress meetings, Target Tracker data, Fischer Family Trust data)
- Pupil achievement data
- Performance management statement – annually or termly
- Headteacher Performance Management review meeting (annual meeting and interim reviews) – objectives linked with school improvement and quality of teaching – do all teachers conform to the Teacher's Standards?
- Subject leader reports
- Governor monitoring visits to classes (without making professional judgements)
- Reports from external professionals: School Improvement Partner (or equivalent), Local Authority consultants and reviews, Academy Chain, Ofsted, other headteachers (e.g. professional partner in a cluster)
- Reports from external moderators e.g. moderating assessment etc.
- Attendance at staff meetings/staff training sessions etc.
- Reports about the impact of professional development for staff – what support is in place for teachers and other staff and what impact has that had?
- Information about any underperformance and what steps the school is taking to support improvement
- Information about high quality performance what steps the school is taking to support career development
- Information about mentoring of newly qualified teachers and students.





Parent accountability

How can governors link with parents?

Annual report or governance statement to parents

School website – governor page including:

- explanation of the role;
- how parents can become governors;
- list of current governors, including name of the chair;
- (non-confidential) minutes of governor meetings

Governor surgeries or meetings

Parent Governors

Governor representation on parents' forum

Governor newsletter or space within school's newsletter

Attendance at Parents' Consultation meetings

Surveys to parents, sent out by or managed by the governors

Governor involvement with key parent meetings, such as attendance, pupil disciplinary, complaints, SEN

Governor attendance at school functions, such as speech day, open evenings, new parents' meetings

Floor Plan

		Front Office		Deputy Headteacher	
		Reception Area	Front Lobby	Headteacher	
				Toilet	
				Toilet	
PE Cupboards	Hall and Atrium		Staff Room	Finance Manager	
Kitchen			Corridor		
Year 2 Class Woodpeckers	Cupboards	Courtyard		Corridor	Blue Butterflies Nursery
Year 2 Class Kingfishers	Toilets				Red Ladybirds Nursery
Year 2 Class Nightingales	Blue Room			Coats	Reception Class Ducklings
Year 2 Class Robins	Toilets			Toilets	Reception Class Cygnet
Coat area	Green Room	Year 1 Area Intervention		Toilets	Reception Class Goslings
	SESCO			Coats	Reception Class Owlets
Year 1 Class Badgers		Year 1 Class Squirrels	Year 1 Class Rabbits	Year 1 Class Hedgehogs	Parent Hub

Class Allocations

Nursery	
Blue Butterflies	
Natalie Trinder	Class Teacher (0.2)
Angela Crawford	Class Teacher (0.4)
Fiona Hunter	Class Teacher (0.4)
Kelly Scott	Nursery Nurse
Jane Workman	Teaching Assistant

Reception			
Ducklings		Cygnets	
Jacinta Tarr	Deputy Headteacher/ Class Teacher	Amy Dodds	Class Teacher
Lorna Woods	Teaching Assistant	Vicky Dunsdon	Teaching Assistant
Debbie Blois	Interventions	Kelly Rickwood	Interventions
Emma Payton	1 : 1	Jo Simson	1 : 1

Goslings		Owlets	
Mrs L Thatcher	Class Teacher 0.8	Gemma Hildrow	Class Teacher (0.6)
Mrs S Partridge	Teaching Assistant	Jo Smith	Class Teacher (0.4)
Jane Tyler	Interventions	Sara Mandara	Teaching Assistant
Rachel Green	1 : 1	Ann Marie Gladding	Interventions

Year 1			
Hedgehogs		Badgers	
Tracey Young	Class Teacher	Beth Lilley	Class teacher
Hazel Haward	Teaching Assistant	Mandy Clift	Teaching Assistant
Della Gallagher	Interventions		

Squirrels		Rabbits	
Fiona Wells	Class Teacher	Dariusz Lesniewski	Class Teacher
Katrina Damsell	Teaching Assistant	Jill Binden	Teaching Assistant
		Katie H-Stocks	Teaching Assistant

Year 2			
Robins		Nightingales	
Ione Bell	Class Teacher	Tracey Westow	Class Teacher (0.8)
Gemma Bates	Teaching Assistant	Paula Neillson Britton	Higher Level Teaching Assistant (0.2)
		Jeanette Leeks	Teaching Assistant

Kingfishers		Woodpeckers	
Nicola Fox	Class Teacher (0.8)	Sarah Sawkins	Class Teacher
Tracey Wardell	Higher Level Teaching Assistant	Kim Allan	Teaching Assistant
Louise Wiggett	Teaching Assistant		

Staff List

Senior Leadership Team

Mrs K. Maguire-Egan	Headteacher
Mrs Jacinta Taff	Deputy Head Teacher/Class Teacher
Miss S Sawkins	Class Teacher / Year 2 Phase Leader
Mrs D. Langstone	Office, Personnel and Finance Manager
Mrs L. Thatcher	Class Teacher/EYFS Phase Leader
Mrs N Trinder	SENCO/ Inclusion Manager/Class teacher
Miss A Sayer	Class Teacher/Year 1Phase Leader
Mrs C McNamara	Senior Support worker for Vulnerable children

Office Staff

Mrs D. Langstone	Office, Personnel and Finance Manger
Mrs P Gower	Finance Assistance/PA to the Head
Mrs A. Baker	Administrative Assistant
Mrs S. Konis	Administrative Assistant
Mrs J. Hagan	Administrative Assistant
Mrs M. Jenkins	Attendance Officer

Intervention Staff

Mrs K Damsell	Year 2
Mrs S Lacey	Year 2
Mrs V Sherwood	Part Time
Mrs D Blois	Part Time
Mrs A Baird	Year 1 (Phonics)
Mrs A Gladding	Year 2
Mrs J Kidby	Nursery
Mrs J Tyler	Reception Part Time
Mrs L Simmons	Year 1 Phonics
Mrs K Rickwood	Reception
Ms G Bates	Year 2
Ms K Harrison-Stocks	Year 1
Mrs D Gallagher	Year 1

Inclusion Team

Mrs N Trinder	Inclusion Manager / SENCO (0.6)
Mrs C. McNamara	Senior Support Worker for Vulnerable Children
Miss K. Warbis	Learning Mentor

SEND TA's

Ms L Walbridge	Reception
Mrs E Payton	Reception
Ms L White	Year 1

Speech and Language Team

Ms L Cross
Mrs J Kidbey

Breakfast Club

Mrs M. Clift
Mrs K Warbis
Mrs L Woods

Kitchen Staff

Mrs D. Fairhead	Catering Manager
Mrs L. Meaney	Assistant Cook
Mrs L Day	Kitchen Assistant
Mrs D Barron	Kitchen Assistant
Mrs L Walbridge	Kitchen Assistant

Midday Assistants

Mrs M. Clift	Senior MDA
Mrs J. Simson	
Mrs A. Lawson	
Mrs L. Frost	
Miss L Noakes	
Mrs L Mackenzie	
Mrs A. Kilbey	
Mrs J. Hagen	
Mr S. Simmons	
Miss H Mackenzie	
Mrs K Rickwood	
Miss G Bates	
Ms M Archer	
Mrs R Green	
Mrs J Taylor	
Ms L Horst	
Ms X Konis	
Mrs C Sanderson	
Mrs P Salkeld	
Mrs E Payton	



Oakwood Infant and Nursery School Personnel and Pay Committee Terms of Reference

Delegation of Function

The Governing Board shall establish a Personnel and Pay Committee to:

- set the Pay Policy for the school and implement the approved Pay Policy in respect of the pay for all staff
- support the recruitment and retention of a high quality workforce

Membership

The Personnel and Pay Committee shall consist of at least five named members of the Governing Board, none of whom shall be employees. Associate members may be appointed to the committee.

The Headteacher and the Office, Finance and Personnel Manager may attend all proceedings of the Personnel and Pay Committee for the purposes of providing information and advice but must withdraw when their own salary is being discussed

Committee members who have a relationship with any member of the staff team e.g. partner, family member may attend all proceedings of the Personnel and Pay Committee but must withdraw when confidential matters regarding individual staff members are discussed.

Quorum

Three governors from the named members of the Governing Board.

Clerking

The Personnel and Pay Committee must be externally clerked.

Terms of Reference - Personnel

To ensure that the school is staffed sufficiently to the fulfilment of the school's development plan and the effective operation of the school.

To approve procedure for recruitment and appointment of staff

To consider applications for staff for secondments, flexible working or leave of absence.

To oversee the process leading to staff reductions.

To ensure the legal requirements for NQT induction are complied with.

To follow established procedures when advertising, selecting and appointing new members of staff.

To make recommendations on personnel related expenditure to the Finance Committee.

To keep under review staff work/life balance, working condition and well-being, including the monitoring of absence.

To draft and recommend for adoption, the procedures for dealing with capability, discipline and grievances.

To establish and review a Performance Management/Appraisal policy for all staff.

To determine and review Pay Policy for all categories of staff.

To ensure that all members of staff have access to and are consulted on all new policies and any amendments to such policies that may from time to time be made.

Terms of Reference - Pay

To determine the Pay Policy for the school.

To advise the Governing Board/Finance Committee on current and future pay levels.

To ratify appropriate salary ranges and starting salaries for members of the Leadership Group.

To ratify annual pay progress for teachers no later than 31st October of each year as set out in the Pay Policy, taking account of any recommendations made on the Performance Management Review statement, in accordance with the approved Pay Policy.

To approve applications to be paid on the Upper Pay Range.

To approve annual pay progression for the head teacher no later than 31st December of each year, taking account of the recommendation made by the Headteacher's Performance Review Panel, following the annual review.

To determine the application of national inflationary increases as required.

To monitor and report to the full Governing Board on the annual pattern of performance pay progression at each level and the correlation between pay progression, quality of teaching and outcomes for pupils.

Meetings

Committee meetings will be held at least once per term.

In the Autumn Term one meeting must be arranged for the sole purpose of ratifying the recommendations of teacher's Performance Management Progression.

A clerk will make a record of all proceedings at each meeting. Minutes will be circulated to members within agreed timescales.

The committee will liaise with such other committees and invite members of the other committees to attend its meeting as should be deemed appropriate.

Any matters which may be in conflict with the work of another committee must be referred to the Governing Board.



Jenny Cooke

Chair, Personnel and Pay Committee

Reviewed: 18.10.2019

Review Date: Autumn Term 2020

Ratified by Governing Board: 11.12.2019



Oakwood Infant and Nursery School

Pay Appeals Committee

Terms of Reference

Delegation of Function

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

Clerking

The meeting of the Pay Appeals Committee should be externally clerked.

Membership

The Pay Appeals Committee shall consist of at least three named members of the Governing Board none of whom were involved in the pay decision making process, or employees or have a direct relationship with an employee e.g. partner, parent, other close relative.

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

Quorum

Three governors.

Terms of Reference

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

Reviewed: 18.10.2019
Review Date: Autumn Term 2020
Ratified by Governing Board: 11.12.2019

JLA

Jenny Cooke
Chair, Personnel and Pay Committee



Oakwood Infant and Nursery School

Disciplinary/Dismissal Committee

Terms of Reference

Purpose

To consider disciplinary and other matters and dismissals where these functions have not been delegated to the Headteacher under *the Staffing Regulations 2009 as amended (maintained schools)*, or in the case of discipline, where the Headteacher has had detailed prior involvement or where the case involves the Headteacher.

Membership

The Committee shall consist of at least three eligible governors.

Every governor other than the Headteacher and staff governor/s or governors with a direct relationship with an employee e.g. partner, parent, other close relative is eligible for membership. Associate members are eligible for membership of this committee

Anyone involved in the investigatory stage may not be involved in making decisions at any subsequent disciplinary hearing.

The Committee may have an advisor at all meetings. The advisor is not eligible to vote.

If two or more neighbouring schools wish to create a joint "Disciplinary and Dismissal Committee", to deal with matters relating to staff appointed to work across their schools or to provide impartiality in dealing with other cases, they may do so under the [School Governance \(Collaboration\)\(England\) Regulations 2003](#) as amended. Such a joint committee does not exist in its own right, but acts under delegated powers from the collaborating governing boards (maintained schools).

Quorum

Three governors.

Meetings

The Staff Disciplinary/Dismissal Committee shall meet on an as required basis.

Chair

The Committee shall agree a chair for each meeting.

Clerking

The committee must be externally clerked.

Decisions

Any decisions shall be made by a simple majority.

Procedures

All hearings shall be in private and minuted.

The employee(s) shall be given a notice in line with the relevant procedure.

The employee(s) shall be entitled to attend the hearing, to be accompanied by a work colleague or representative if he/she wishes, to call witnesses in his/her defence where appropriate and to question any witness bringing evidence against him/her.

All relevant papers must be circulated, by all parties, to all parties, in advance of the hearing.

The Committee shall consider its decision in private except for the presence of the clerk and committee's advisor. Private deliberations shall not be minuted.

Where possible the decision of the committee shall be communicated verbally at the end of the hearing. In any case the decision shall be confirmed in writing to the employee within 5 working days of the hearing.

The employee shall have the right of appeal against any decision of the Disciplinary/Dismissal Committee.



Reviewed: 18.10.2019
Review Date: Autumn Term 2020
Ratified by Governing Board: 11.12.2019

Jenny Cooke
Chair, Personnel and Pay Committee



Oakwood Infant and Nursery School

Disciplinary/Dismissal Appeals Committee Terms of Reference

Purpose

To consider any appeals against decisions by the Headteacher or Disciplinary and Dismissal Committee.

Membership

The Appeals Committee shall consist of at least three eligible governors of the Governing Board. Every governor other than the Headteacher, staff governors or governors who have a direct relationship with an employee e.g. partner, parent other close relative is eligible. Associate members are eligible to be appointed to the committee.

Anyone with prior involvement in the matter may not be involved in making decisions at any appeal hearing.

The Appeals Committee may have an advisor at all meetings. The advisor is not eligible to vote.

If two or more neighbouring schools wish to create a joint "Disciplinary and Dismissal Appeals Committee", to deal with matters relating to staff appointed to work across their schools or to provide impartiality in dealing with other cases, they may do so under the [School Governance \(Collaboration\)\(England\) Regulations 2003](#) as amended. Such a joint committee does not exist in its own right, but acts under delegated powers from the collaborating governing boards (maintained schools).

Quorum

Three governors.

Meetings

The Disciplinary/Dismissal Appeals Committee shall meet on an as required basis.

Chair

The Appeals Committee shall agree a chair for each meeting.

Clerking

The Appeals Committee must be externally clerked.

Decisions

Any decisions will be made by a simple majority.

Procedure

The employee(s) may appeal in writing to the Chair of Governors within five working days of receiving the original written decision.

The appeal hearings shall be in private and minuted.

The employee(s) shall be given at least five working days' notice in writing of the appeal hearing.

The employee(s) shall be entitled to attend the appeal hearing, to be accompanied by a work colleague or representative if he/she wishes, to call witnesses in his/her defence where appropriate and to question any witness bringing evidence against him/her.

All relevant papers must be circulated, by all parties, in advance of the appeal hearing.

The Appeals Committee shall consider its decision in private except for the presence of the clerk and the Disciplinary and Dismissal Appeals Committee's advisor.. Private deliberations shall not be minuted.

The Appeals Committee may:

- accept the appeal and remove the penalty imposed
- accept the appeal and impose a lesser penalty
- reject the appeal and confirm the penalty imposed or, exceptionally, increase the penalty

Where possible the decision of the Disciplinary and Dismissal Appeals Committee shall be communicated verbally at the end of the appeal hearing. In any case the decision shall normally be confirmed in writing to the employee within 5 working days of the hearing.

JLC

Reviewed: 18.10.2019
Review Date: Autumn Term 2020
Ratified by Governing Board: 11.12.2019

Jenny Cooke
Chair, Personnel and Pay Committee



Oakwood Infant and Nursery School

Terms of reference

Curriculum and Pupil Related Matters

Committee

Composition

A minimum of five named members of the governing board. Associate members may be appointed by the full governing board.

Quorum

Three governors from the named members of the Governing Board.

Clerking

Each meeting of the committee must be clerked. The clerk can be the clerk to the governing board, a governor or an employee at the school. The clerk cannot be the head teacher.

Purpose of the committee

To ensure on behalf of the governing board that it is strategic responsibility to raise standards is acted upon.

To review and analyse the performance of the school, against national and local indicators, and to advise the governing board on any action required in order to sustain improvement.

To ensure that the School Development Plan reflects the requirements to raise standards, and to monitor and evaluate it accordingly.

To monitor the implementation of any Action Plan resulting from an Ofsted inspection in order to maintain progress.

To establish, with assistance of the head teacher and subject co-ordinators, information about how the curriculum is taught, evaluated and resourced.

To make recommendations to the Finance Committee on resources that are needed to meet the needs of the whole curriculum, and the sustainability of the non-statutory elements.

To receive regular reports from the Head and/or senior leadership team on the quality of teaching and learning, to identify areas for improvements, and to ensure that any necessary action is taken to maximize outcomes for pupils.

To ensure that annual assessment and examination arrangements comply with national requirements.

To ensure that requirements of pupils with varying levels of ability, from the gifted to those with specific needs are met.

To review policies that affect the curriculum such as sex and relationship education, SEN, gifted and talented, R.E and collective worship.

To ensure that other relevant policies such as behaviour and attendance, which support learning and improvements in attainment are in place.

To monitor the impact of Pupil Premium Funding on the achievement and attainment of pupils, to ensure that the Pupil Premium Funding is spent appropriately and that this information is easily accessible (eg on the school's website)

Meetings

Committee meetings will be held on an as required basis but at least once a term.

Minutes will be circulated to members within an agreed timescale.

The committee will liaise with such other committees and invite members of the other committees to attend its meetings as should be deemed appropriate.

Any matters which may be in conflict with the work of another committee must be referred to the governing board.

Notes

Governing Boards are no longer required to have a curriculum policy (since September 2012), but parents must be told about the curriculum offered. The governing board is responsible for ensuring this information is available, either online or in another format.

Reviewed: 06.11.2019
Review Date: Autumn Term 2020

Ratified by Governing Board: 11.12.2019



Oakwood Infant and Nursery School

Finance and Premises Committee

Terms of Reference

Membership

The membership of the Finance Committee will be a minimum of five members, subject to annual review by the Governing Board. The Headteacher will automatically be a member.

The Finance Committee can co-opt persons who are not members of the Governing Board, subject to a maximum of two members.

Co-opted members of the committee may not vote on any matter.

Quorum

The quorum will be three members, one of whom must be the headteacher.

Chair

The committee shall elect a Chair and Vice-chair of the committee annually. (A Governor who is employed at the school cannot be elected as a Chair).

Meetings

The Finance Committee will meet at least termly, prior to the full Governing Board meeting. Additional meetings will be held as and when required, e.g. to approve the annual budget plan.

The clerk will make a record of all proceedings at each meeting. Minutes will be circulated to members within 10 school days of the meeting (or as agreed) and presented with the agenda for the next full Governing Board meeting.

The chair of the Finance committee will report the work of the committee to the full Governing Board meeting.

The committee will liaise with such other committees and invite members of other committees to attend its meeting as should be deemed appropriate.

Any matters which may be in conflict with the work of another committee must be referred to the Governing Board.

Terms of Reference

To review annually the Terms of reference of the Finance Committee.

To ensure the Register of Business Interests is kept up to date.

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To recommend to the full Governing Board approval of the annual budget plan (or approve the annual budget plan) and cash flow forecasts for the forthcoming financial year in accordance with the timescales dictated by the Essex Scheme for Financing Schools.

To determine the school's financial priorities through the School Development plan (SDP) and the Asset Management Plan (AMP).

To receive monthly management reports, to facilitate the monitoring of the school's actual financial performance compared with budgeted priorities and cash flow and to take remedial action as necessary. Such action will be reported to the Governing Board. In all cases liaison must be maintained with other appropriate committees.

To review and monitor budget projections/medium term financial plans to ensure the school's budget is realistic and any financial decisions are sustainable.

To review annually the school's Financial Regulations and Scheme of Delegation.

To monitor **all** spending and income received in the school i.e. Local Authority (LA) Delegated/Devolved Budgets and School Private Fund(s).

To ensure that funding from the LA and other sources is used only in accordance with any conditions attached.

To ensure the school has appropriate internal financial controls in place.

To ensure that all financial controls are adhered to via regular testing and management checks in order to protect against fraudulent or improper use of public money and assets and enable satisfactory completion of the Schools Financial Value Standard (SFVS)(and Statement of Internal Control (SIC) if applicable from the Financial Regulations).

To ensure the school adheres to the policies and procedures as specified by the Department for Education and its Schools Financial Value Standard (SFVS).

To receive and comment on the content of any audit report relating to LA funding and to monitor the implementation of the agreed action plan.

To agree and sign an annual Best Value Statement.

To annually review all on going contracts (including LA contracts).

To review the various leasing agreement schemes and options available to the school.

To award contracts by tender up to a specified limit.

To make decisions on requests from other committees that will have an impact on the school's financial position.

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To agree and determine appropriate charges for lettings of the premises, in line with the school's lettings policy.

To make decisions on expenditure within the committee's delegated powers.

To make decisions on virements within agreed budgets, within the committee's delegated powers, authorising any budgetary adjustments made.

To advise the Governing Board on the appropriateness, or otherwise of virements to be made outside of the committee's delegated powers.

To review appropriate financial benchmarking data, in order to compare the school's financial performance with other similar schools.

To annually review and appoint the independent examiner/auditor to the School Fund(s). Must be a qualified auditor if the total of income and expenditure is in excess of £100,000.

To receive and approve/ ratify the annual examined/audited accounts of the School Fund(s).

Reviewed: 23.10.2019
Review Date: Autumn Term 2020
Ratified by Governing Board: 11.12.201

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OAKWOOD INFANT AND NURSERY SCHOOL GOVERNING BOARD - STANDING ORDERS

These Standing Orders are established in accordance with the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013, and Governors' Handbook 2019.

This document is not statutory but can be adopted by the governing board as a framework for its effective operation.

1. Chair and Vice-Chair

- 1.1 At the first meeting in each school year (or when the term of office is due) the governing board will elect Chair and vice-chair and record its decision. The term of office for each will end on a date agreed by the governing board.
- 1.2 The governing board cannot conduct its business without an elected co-chair.
- 1.3 When the Chair and vice-chair are due for election, the governing board will elect both positions from among its number (though excluding any employee of or a pupil at the school).
- 1.4 The governing board will decide in advance of the election the process of election for either or both positions.
- 1.5 If nobody has indicated willingness to stand for the office of Chair, the meeting will be adjourned until a chair can be elected.
- 1.6 The clerk will take the chair when the Chair are being elected. Otherwise a co-chair will conduct all meetings of the governing board except that, in his/her absence, the vice-chair will take the chair.
- 1.7 If the election of the Chair or vice-chair is contested it will be decided by secret ballot. Governors standing for election will withdraw and not vote.
- 1.8 If both the Chair and vice-chair are absent from a meeting, the governing board will elect a chair for that meeting.
- 1.9 If a co-chair resigns, or has to relinquish the office for any reason, the other co-chair or vice-chair will act as chair until a successor is appointed at the next meeting of the governing board. The election of co-chair will be a specific item of business on the agenda for that meeting

- 1.10 If the vice-chair resigns, or has to relinquish the office for any reason, a successor will be elected at the next meeting of the governing board.
- 1.11 *If both the Chair and vice-chair resign, or have to relinquish their offices for any reason, the governing board will hold a special meeting within 10 working days to elect their successors.*
- 1.12 The Chair and/or vice-chair can be removed from office by resolution of the governing board, unless the chair has been nominated by the Secretary of State pursuant to section 67 of the EIA 2006.
- 1.13 A resolution to remove the Chair or vice-chair from office will not take effect unless the matter is specified as an item of business on the agenda. The governor proposing the removal must state his/her reasons for doing so at the meeting. The Chair or vice-chair must be given the opportunity to make a statement in response before he/she withdraws from the meeting and the governing board votes on the proposal to remove the Chair or vice-chair from office.

2. Calendar of Meetings

- 2.1 The governing board will meet at least three times per academic year.
- 2.2 *Committees will meet at a frequency determined by the governing board.*
- 2.3 *The governing board will set the dates for its meetings.*

3. Timing and Duration of Meetings

- 3.1 *Meetings will start at times which are acceptable to the governing board and will be limited to 3 hours duration.*
- 3.2 *Where the business has not been completed within the agreed time, those governors present may resolve to continue the meeting in order to deal with the business notified on the agenda or make arrangements for a further meeting to complete the business.*
- 3.3 A meeting may be discontinued at any time if the governors so resolves. If so, or if the meeting has to be abandoned because it is no longer quorate, a further meeting shall be called as soon as practicable to complete the unfinished business.

4. Alternative arrangements for governor participation at meetings

- 4.1 The governing board may approve alternative arrangements for governors to participate or vote at meetings.

Governors may only participate or vote at meetings which they attend at the venue stated on the agenda

4.2 A meeting will only take place if there is a physical quorum for the meeting (i.e. if a quorate number of governors are in attendance at the stated venue for the meeting).

4.3 The clerk will physically attend the meeting in order to record the minutes.

5. Quorum

5.1 The quorum for all business of the governing board is one half (rounded up to a whole number) of the total number of governors in place; not including any governor vacancies.

5.2 *Meetings which become inquorate will continue but no legal decisions may be made.*

6. Clerking

6.1 The governing board will determine the arrangements for appointing a clerk for meetings of the full governing board and committees.

6.2 Governors and the headteacher cannot be clerk to the governing board.

6.3 The headteacher cannot be appointed as clerk to a committee.

6.4 If the clerk does not attend a meeting the governors present at the meeting can appoint a member of the governing board or committee (but not the headteacher) to act as clerk for that meeting.

6.5 The governing board can remove their clerk from office by resolution at a governing board meeting. If the school does not have a delegated budget, the local authority may dismiss the clerk and appoint a substitute, but the local authority must consult the governing board before doing so.

7. Associate Members

7.1 The governing board can appoint Associate Members to serve on one or more governing board committees and attend full governing board meetings.

7.2 An associate member may be removed from office by the governing board at any time.

7.3 Associate Members are appointed as members of committees established by the governing board or as members of the governing board. They are appointed for a period of between one and four years and can be reappointed at the end of their term of office. Associate Members are not governors and are not recorded on the Instrument of Government.

7.4 Associate Members do not have the right to vote at governing board meetings. The governing board can give limited voting rights to Associate Members on committees at the time of appointment.

7.5 Associate Members cannot count towards a quorum for any meeting of the full governing board or committee on which they serve.

8. Withdrawal from meetings

- 8.1 Governors will be required to withdraw from a meeting under circumstances set out in Regulation 16 of the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013.
- 8.2 If there is a dispute about a person attending a governing board meeting being required to withdraw, the matter of withdrawal shall be determined by the governors present at the meeting.

9. Convening meetings

- 9.1 All meetings will be convened by the clerk, in accordance with the arrangements made by the governing board, but subject to (a) any direction from the Chair where a matter is urgent and (b) any requisition signed by three governors.

10. Notice of Meetings

- 10.1 Written notice of meetings, together with the agenda, will be sent so as to arrive seven clear days before the meeting – except where the Chair calls an urgent meeting at short notice – to (a) each governor, (b) the headteacher (whether or not that person is a governor), (c) any associate member and (d) the local authority, where an agenda item for the meeting involves consideration of a change of school category.
- 10.2 Non-receipt of notice of a meeting will not invalidate the meeting.
- 10.4 Notices of meetings, and the accompanying agenda, will be made available at the school, at all reasonable times, for inspection by anyone wishing to see them.

11. Agenda

- 11.1 The agenda will be prepared by the clerk in accordance with any determination of the governing board and in consultation with the chair and the headteacher
- 11.2 Any governor may place an item on the agenda by writing to the clerk.
- 11.3 Wherever possible papers that inform agenda items will be sent to governors with the agenda.

12. Late Items/Any Other Business

- 12.1 The agenda will include 'Notification of AOB' immediately after 'Apologies for Absence' and any governor wishing to raise an urgent meeting item must give notice at this time.
- 12.2 The governing board will decide whether any such item is to be discussed or, if appropriate, deferred to a subsequent meeting.

13. Suspension of Governors

- 13.1 The governing board may suspend a governor for a period of up to six months under circumstances set out in Regulation 17 of the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013.
- 13.2 A governor can only be suspended if one or more of the following grounds apply:

- the governor is paid to work in the school and is the subject of disciplinary proceedings in relation to his/her employment;
- the governor is the subject of any court or tribunal proceedings, the outcome of which may be that he/she is disqualified from continuing to hold office as a governor under Schedule 6 of the Constitution Regulations;
- the governor has acted in a way that is inconsistent with the school's ethos or with the religious character and has brought or is likely to bring the school or the governing board or his office into disrepute;
- the governor is in breach of his/her duty of confidentiality to the school or the staff or to the pupils.

13.3 Any motion to suspend a governor must be specified as an agenda item of the meeting for which at least seven days' notice must be given.

13.4 A governor who is suspended must be given notice of any meetings and must be sent agendas, reports and papers for any meetings during their suspension.

14. Governors' Expenses

14.1 The governing board will prepare a policy on the payment of expenses of governors in accordance with Part 6 of the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013.

15. Attendance

15.1 The clerk will keep a record of those governors and all other persons present at meetings of the governing board or any of its committees.

15.2 Where a governor sends an apology for absence with reason, the governing board will decide whether to 'consent' to the absence and the clerk will record the decision in the minutes (A copy of the approved draft minutes will be sent as soon as possible to the governor concerned).

15.3 *The time of arrival and/or departure of any governor not in attendance throughout any meeting will be recorded in the minutes.*

16. Minutes of Meetings

16.1 *The minutes of meetings will be kept in a binder on consecutively numbered loose-leaf pages, each page initialled by the person signing them as a true record.*

16.2 *Any dissenting views will be recorded in the minutes of the meeting, if that is the wish of one or more governors present.*

16.3 Action will be taken on the basis of decisions and need not await the approval of the minutes at the next meeting.

16.4 *Within 10 school days of the meeting, the draft minutes will be sent by the clerk to the Chair for checking and to the headteacher.*

16.5 *Copies of the draft minutes, once 'approved' by the Chair, will be sent to all members of the governing board within 20 school days of the meeting.*

16.6 The approval of the minutes of the previous meeting will be on the agenda of every meeting of the governing board and once approved as a true record (subject to any agreed amendments) the minutes will be signed and dated by the Chair.

16.7 Those matters which the governing board determines shall remain confidential will be minuted separately and such minutes will not be made publicly available.

16.8 Approved draft minutes, and subsequently the approved minutes, will be made available at the school, at all reasonable times, for inspection by anyone wishing to see them.

16.9 Minutes made available for inspection will include papers forming part of the meeting.

16.10 A copy of the signed minutes will be sent to the LA if requested and also, for voluntary schools, to the Diocesan Director of Education.

17. Confidentiality of Proceedings

17.1 *Details of any dispute, discussion or disagreement should remain confidential to those present at the meeting.*

18. Correspondence

18.1 *All incoming correspondence to the governing board (other than any concerning a complaint) is for the attention of the whole governing board, even if addressed to the Chair and/or the clerk. Significant items will be circulated to all governors as and when received/presented to each meeting of the governing board for action or information as appropriate. The Chair will report upon any correspondence on which he/she has already taken urgent action.*

18.2 *The governing board will determine by resolution who may write letters on behalf of the governing board, either generally or on specific issues. In consultation with the Chair of Governors, Vice Chair of Governors and the Headteacher.*

19. Information and Advice

19.1 The headteacher has a statutory duty to keep the governing board fully informed, *and will present a written report to each termly meeting of the governing board.*

19.2 *A representative of the LA will be invited to attend meetings in order to inform and advise the governing board when considered appropriate.*

19.3 At the autumn term meeting each year the governors will receive details of public examination results taken in the preceding summer term and compare these with the targets set and the previous year's results.

19.4 *Where (exceptionally) important information required by the governing board is given orally, it will be recorded in the minutes in appropriate detail.*

19.5 *Where information required by the governing board is not readily available, reasonable time will be given for its production.*

19.6 Where expertise is needed but not available within the governing board, the governing board may consider inviting appropriate non-governors to attend meetings or appointing associate members.

20. Discussion and Debate

20.1 The Chair will ensure that meetings are run effectively, focussing on priorities and making best use of time available and ensuring that all governors enjoy equality of opportunity to express their views and participate in decision making.

20.2 The governing board will receive and note, any decisions on matters which it has delegated to a committee or to an individual. Decisions will be recorded in the minutes.

20.3 *Recommendations received from working groups will be recorded in the minutes, together with any related governing board resolution.*

21. Decision-making

21.1 Members of the governing board recognise that all decisions must be made by the governing board unless the governing board has delegated the function to a committee or to an individual.

21.2 Every question to be decided at a meeting of the governing board is to be determined by a majority of the votes of the governors present and voting on the question; proxy voting is not allowed. Voting by telephone or video conferencing is only permitted where the governing board have adopted alternative arrangements for governor participation as set out in Section 4 above.

21.3 Where there is an equal division of votes the Chair (or the person acting as Chair for the purpose of the meeting) has a second or casting vote – except in the case of a selection panel deciding who, if any, candidate to recommend to the governing board for appointment as head/deputy.

21.4 Voting in the election of the Chair or vice-chair where there is a contest will be held by secret ballot. Otherwise voting will ordinarily be by show of hands, unless one or more governors request a secret ballot. There is no second or casting vote in the election of Chair.

21.5 Decisions of the governing board are binding upon all its members.

21.6 *Decisions of the governing board (or of any of its committees) may be amended or rescinded at a subsequent meeting of the governing board only if a proposal to amend or rescind appears as a specific agenda item.*

22. Urgent Action

22.1 The Chair, or in his or her absence the vice-chair, has authority to take urgent action between meetings only where:

- a delay in dealing with the matter would be seriously detrimental to the interests of the school, a pupil, his/her parents, or a member of staff;
- a meeting could not be called in sufficient time to deal with the matter; and
- the matter is one which can be delegated to an individual under regulations.

22.2 If the Chair (or vice-chair) takes any urgent action between meetings, the facts will be reported to the next meeting of the governing board.

23. Public Statements

23.1 Public statements on behalf of the governing board will be made only by the Chair or those delegated to make them.

24. Access to Meetings of the Governing board

24.1 Apart from governors, the only people entitled to attend a meeting of the governing board are the headteacher (whether or not they are a governor), the clerk, where appropriate, associate members and any such other persons as the governing board may determine. No substitute members are permitted.

24.2 Associate members may be required to leave a meeting where matters of a confidential nature relating to individual staff or pupil are discussed.

24.3 *When the headteacher is absent, the deputy headteacher will attend in his/her place but will have no vote (unless in the long-term absence of the head, the deputy has been appointed acting headteacher).*

24.4 The governing board can require any non-governor present at a meeting to leave at any time.

24.5 *If a meeting is to be opened to parents/the public, reasonable notice will be given.*

24.6 *The deputy headteacher/s will be invited to attend meetings of the governing board as observer/observers, as part of their professional development.*

24.7 *The headteacher may invite officers (deputy headteacher, bursar, head of department etc.) to attend meetings on an occasional or regular basis. All officers are there in an advisory role and have no voting rights, unless they have an additional role such as staff governor.*

25. Pecuniary Interests and Other Specified Conflict of Interest

25.1 The governing board will maintain a register of the pecuniary interests of its members in *the form of consecutively numbered loose leaf sheets, each sheet being a statement completed and signed by the relevant governor.*

25.2 As appropriate, governors will draw attention to any pecuniary or other personal interest, whether that interest has previously been registered or not.

25.3 The register of interests form will be published on the website and reviewed on an annual basis.

25.4 A governor must withdraw from a meeting, if he/she (or a close relative or partner):

- stands to gain financially from a matter under consideration;
- has a personal interest in a matter under consideration;
- is a relative of a pupil, a parent or an employee being discussed;
- is a school employee, other than the headteacher, and the pay or performance of school employees is under discussion;
- is the headteacher and the pay or performance of the headteacher is under discussion.

25.5 When a committee is considering:

- disciplinary action against an employee or against a pupil; or
- a matter arising from an alleged incident involving a pupil;

A governor who has declared a personal interest may nevertheless attend the meeting to give evidence if he/she has made relevant accusations, or is a witness in the case.

26. Complaints and Staff Discipline

26.1 *The governing board will establish procedures for dealing with general complaints.*

26.2 The governing board will establish procedures for dealing with staff disciplinary matters and staff grievances.

27. Delegation of Functions

27.1 No action may be taken by an individual governor (including the Chair and vice-chair except where acting in accordance with Standing Order 22.1) unless authority to do so has been delegated formally by resolution of the governing board.

27.2 Where required under the school governance regulations *and in other cases in order to ensure the most efficient conduct of its business*, the governing board will:

- *delegate work to committees, individual members of the governing board and/or the headteacher, if not a governor;*
- *set up working groups to provide information and/or make recommendations to the governing board.*

27.3 The arrangements for delegating functions will be reviewed annually by the full governing board.

27.4 In delegating functions to individuals, the governing board will have regard to the restrictions set out in Regulation 18 of the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013.

28. Committees

28.1 Committees to which the governing board has delegated any of its functions will act strictly in accordance with the terms of delegation.

28.2 When establishing committees the governing board will ensure compliance with the regulations concerning the constitution of the committees and will:

- determine the membership (including non-governors where permitted and appropriate);
- allow the committee to elect its chair;
- establish and record terms of reference;
- review the membership and terms of reference annually;
- decide whether or not to confer voting rights on any or all non-governors for those matter where non-governors are not prohibited from voting under the regulations;
- *allow the committees to determine their own timetables within given limits;*
- determine arrangements for reporting back;
- review the need for, and the membership of, committees annually; set the quorum for each committee (minimum quorum is 3)

28.3 The headteacher has the right to attend any committee meetings, subject to the statutory rules on withdrawal.

28.4 Associate members cannot vote on issues relating to admissions, pupil discipline, election or appointment of governors, the budget and financial commitments of the governing board, and cannot serve on committees relating to staff appointments, grievance, discipline and dismissal.

28.5 *The governing board will establish committees for the following purposes:*

- *a staff appeal (pay, discipline and grievance)*
- *staff matters (pay, discipline and grievance)*
- *pupil discipline (exclusions)*

28.6 All committees and individuals with delegated powers will report in writing to the next meeting of the governing board about any decisions made or action taken.

28.7 No governor who served on the relevant first committee or had any previous involvement with the matter under appeal may serve on an appeal committee.

28.8 All committees with delegated powers will keep formal minutes, and *copies will be presented to the next meeting of the governing board.*

28.9 All meetings of committees will be clerked by a person who is not the headteacher.

29. Working Groups

29.1 *In establishing working groups the governing board will:*

- *determine the membership, including non-governors, and the method of appointing the chair;*
- *allow working groups to determine their own timetables within given limits;*

- *determine procedures for reporting back.*

29.2 *The headteacher has the right to attend any working group meeting.*

29.3 *Working groups established for specific purposes will be discontinued when their work has been completed.*

29.4 *All working groups will present a written report, including recommendations where appropriate, to the next meeting of the governing board/committee.*

30. Safeguarding Pupils

30.1 All governors are required to hold an Enhanced Criminal Records Certificate (ECRC).

30.2 Any governor refusing to undertake the checks will be disqualified from membership of the governing board.

31. Code of Conduct

31.1 Every governor will be requested to sign the Code of Conduct declaration at first appointment and each subsequent year of appointment at the (*autumn*) term meeting.

32. Commitment

32.1 All governors will demonstrate commitment to continuous development of their knowledge and skills and keeping themselves up to date. This will include their ability to understand and interpret educational and financial data.

32.2 All governors in the interest of openness and transparency will have their full names, date of appointment, terms of office, role on the governing board, attendance record, relevant personal and pecuniary interests, category of governor and the Board responsible for their appointment published on the school's website.

Reviewed: 30.09.2019

Review Date: Autumn Term 2020

Ratified by Governing Board: 09.10.2019

Division of Responsibilities

Area	Headteacher	Governing Board
Overall responsibilities	<p>Runs the school on a daily basis</p> <p>Advises governors</p> <p>Is the main influence on the governing Board's decisions</p>	<p>Determines the aims, ethos and priorities of the school</p> <p>Acts as critical friend – asking supportive and challenging questions</p> <p>Delegates the power to run the school to the headteacher</p>
Planning and policy making	<p>Writes and formulates the school development (SDP) or improvement plan (SIP)</p> <p>Drafts the detailed action plans</p>	<p>Involved in planning discussions and decisions through its committees</p> <p>Agrees the final SDP/SIP</p> <p>Ratifies whole-school policies</p>
Curriculum	<p>Supplies information and advice and produces the curriculum plan</p> <p>Determines and implements an appropriate curriculum for the school</p> <p>Advises the governing Board on the disapplication of the National Curriculum for any pupils</p>	<p>Determines curricular policy and agrees the curriculum</p> <p>Establishes a sex and relationship education (SRE) policy and makes sure copies are available for parents. (In practice this can be delegated to the headteacher)</p> <p>Considers any disapplication for pupils</p>

Area	Headteacher	Governing Board
Teaching and learning	<p>Responsible for the standards of teaching – evaluates the standards of teaching and learning and ensures that proper standards of professional performance are established and maintained</p> <p>Writes the special educational needs (SEN) information report</p>	<p>Monitors the standards of teaching</p> <p>Approves the SEN information report</p>
Pupil behaviour	<p>Writes the behaviour policy</p> <p>Has the power to exclude a pupil</p> <p>Notifies the governing Board of any exclusions</p>	<p>Provides clear advice and guidance to the headteacher on which he/she can base the behaviour policy</p> <p>Approves the written statement of behaviour principles</p> <p>Considers parents' representations about an exclusion through a pupil discipline committee</p> <p>Can advise that the headteacher reinstates a pupil</p>
Staffing	<p>Draws up the initial staffing plan based on the school's needs</p>	<p>Approves the number of staff at the school and the level of the posts</p> <p>Approves the proportion of the overall budget to be spent on staff</p>

Appointments	<p>Manages the appointment process – for example, drawing up job descriptions, organising a day in school and producing a timetable for candidates</p>	<p>Has formal responsibility for managing appointments, but the mechanics of recruitment are normally delegated to the headteacher</p> <p>Appoints the headteacher</p>
Finance	<p>Produces the budget headings</p> <p>Manages the school's spending</p> <p>Reports on the impact of specialist funding, such as the pupil premium or sports grant</p>	<p>Responsible for approving and monitoring the budget</p> <p>Monitors the school's financial management</p> <p>Has formal responsibility for making sure pupil premium information is published online. (In practice this is often delegated to the headteacher)</p>
Salaries	<p>Interprets the regulations for the governors</p> <p>Makes performance-related pay recommendations following teacher appraisals</p>	<p>Approves teachers' salaries, including recommendations from the senior leadership team on whether to award performance-related pay in line with the school's pay policy</p> <p>Determines salary levels for all members of staff</p> <p>Ratifies the statutory pay policy</p>
Personnel	<p>Day-to-day management of staff – for example, deploying, managing and leading all teaching and non-teaching staff and allocating particular duties to them</p> <p>Carries out appraisal of staff</p>	<p>Deals with disciplinary/grievance issues at the panel stage</p> <p>Approves the discipline, conduct and grievance procedures</p> <p>Carries out headteacher appraisal</p> <p>Ratifies the appraisal policy</p> <p>Ensures staff receive a regular appraisal of their performance</p>

Area	Headteacher	Governing Board
Premises	<p>Day-to-day management of the school, including who can enter the premises</p> <p>Complies with health and safety law</p> <p>Decides whether to close the school when there are health and safety risks</p>	<p>Approve a lettings policy (if applicable)</p> <p>Ensures emergency procedures are in place</p>

Key Abbreviations and Acronyms for Governors and Trustees

A

AAD Academies Accounts Direction
AFH Academies Financial Handbook
AfL Assessment for Learning
AHT Assistant Headteacher
AO Accounting Officer
AoA Articles of Association
APP Assessing Pupils' Progress
APS Average Point Score
ASHE Association of Secondary Headteachers in Essex
ASP Analyse School Performance (replaced RAISE Online)
AST Advanced Skills Teacher
AWPU Age Weighted Pupil Unit

B

BAP Behaviour & Attendance Partnership
BME Black or Minority Ethnic

C

CEO Chief Executive Officer (MATs)
CES Catholic Education Service
CiC Children in Care
CFO Chief Financial Officer
CLA Children Looked After
CoG Chair of Governors
CPD Continuing Professional Development
CSS Children's Support Service (previously PRUs)

D

DBS Disclosure & Barring Service
DDA Disability Discrimination Act
DFC Devolved Formula Capital
DfE Department for Education
DHT Deputy Headteacher
DO Designated Officer (safeguarding)
DSG Dedicated Schools Grant

E

EAL English as additional language
EBacc English Baccalaureate
EBD Emotional & Behavioural Difficulties
EEF Education Endowment Foundation
EES (for Schools) Essex Education Services
EHCP Education Health and Care plan
EPHA Essex Primary Headteachers' Association
ESCB Essex Safeguarding Children's Board
ESFA Education and Skills Funding Agency
ESG Education Services Grant

ESGA Essex School Governors' Association
ESSET Essex Special Schools Education Trust
EYFS Early Years Foundation Stage
EYFSP Early Years Foundation Stage Profile

F

FFT Fischer Family Trust
FGB Full Governing Body
FGM Female Genital Mutilation
FSM Free School Meals
FTE Full Time Equivalent

G

GAG General Annual Grant
G&T Gifted and Talented
GBDS Governing Body Development Session
GCSE General Certificate of Secondary Education
GDPR General Data Protection Regulation
GEL Governor e-Learning (now Learning Link)
GIAS Get Information About Schools (Replaced Edubase)

H

HLTA Higher Level Teaching Assistant
HMI Her Majesty's Inspector of Schools
HR Human Resources
HSE Health and Safety Executive
HT Headteacher
HTPM Headteacher Performance Management

I

IB Improvement Board
ICE Internal Controls Evaluation (Finance Audit)
ICT Information & Communication Technologies
IDSR Inspection Data Summary Report
IEB Interim Executive Board
IEP Individual Education Plan (SEN pupils)
iGCSE International General Certificate of Secondary Education
INSET In Service Educational Training
IoG Instrument of Government
ISA Independent Safeguarding Authority
ISR Individual School Range
ITT Initial Teacher Training

J

JAR Joint Area Review

K

KCSIE Keeping Children Safe in Education
KS1, 2 Key Stage 1, 2

L

LA Local Authority
LAC Looked After Children
LADO Local Authority Designated Officer (child protection)
LDD Learning Difficulties and Disabilities
LGB Local Governing Body/Board
LGPS Local Government Pension Scheme
LLE Local Leader of Education
LLG Local Leader of Governance
LSA Learning Support Assistant

M

MAT Multi-Academy Trust
MDA Mid-Day Assistant
MDIF MAT Development and Improvement Fund
MFL Modern Foreign Languages
MLD Moderate Learning Difficulties
MPR Main Pay Range

N

NAHT National Association of Head Teachers
NASUWT National Association of Schoolmasters/Union of Women Teachers
NC National Curriculum
NCTL National College for Teaching & Leadership
NEET Not in Education, Employment or Training
NGA National Governance Association
NLE National Leader of Education
NLG National Leader of Governance
NOR Number on Roll
NPQH National Professional Qualification for Headship
NQT Newly Qualified Teacher
NSC National Schools Commissioner
NtG Narrowing the Gap
NUT National Union of Teachers
NVQ National Vocational Qualifications

O

Ofsted Office of Standards in Education
Ofqual Office of Qualifications & Examinations Regulation EESforschools.org

OT Occupational Therapy

P

PAN Published Admissions Number
PI Performance Indicator
PLASC Pupil Level Annual Schools' Census
PMR Performance Management Review
PPA Planning, Preparation and Assessment
PRP Performance Related Pay
PRU Pupil Referral Unit
PSHE Personal Social Health and Economic education
PT Part Time
PTA Parent Teacher Association

Q

QA Quality Assurance
QTS Qualified Teacher Status

R

RAD Raising Attainment for Disadvantaged Pupils
RAG Red Amber Green (rating system)
RAP Raising Attainment Plan
RoG Review of Governance
RPA Raising the Participation Age
RPA Risk Protection Agreement
RSC Regional Schools Commissioner

S

SACRE Standing Advisory Council for Religious Education
SAT Single Academy Trust
SATs Standard Assessment Tests
SBM School Business Manager
SCC Schools Causing Concern
SCITT School - Centred Initial Teacher Training
SCR Single Central Record
SDP School Development Plan
SEAL Social & Emotional Aspects of Learning
SEN Special Educational Needs
SENCO Special Educational Needs Coordinator
SEND Special Educational Needs and Disabilities
SEF Self Evaluation Form
SFVS Schools Financial Value Standard
SHEU School's Health and Wellbeing (Annual Survey)
SIB Strategic Intervention Board
SIC Statement of Internal Control
SIMS School Information & Management System
SIP School Improvement Plan
SLA Service Level Agreement
SLD Severe Learning Difficulties
SLT Senior Leadership Team

SOFA Statement of Financial Activities
SORP Statement of Recommended Practice
SMSC Spiritual, Moral, Social and Cultural (development)
SRE Sex and Relationships Education
STA Standards and Testing Agency
STPCD School Teachers' Pay and Conditions Document

T

TA Teaching Assistant
TLG Training Link Governor
TLR Teaching and Learning (responsibility point)
TSA Teaching School Alliance
TPS Teachers' Pension Scheme
TUPE Transfer of Undertakings (Protection of Employment) Regulations

U

UIFSM Universal Infant Free School Meals
UP Upper Pay Scale
URN Unique Reference Number

V

VA Value Added
VA Voluntary Aided
VC Vice Chair
VC Voluntary Controlled
VLE Virtual Learning Environment

Useful Websites

Oakwood Infant and Nursery School website

<http://www.oakwoodinfantandnurseryschool.co.uk>

Alton Park Junior School website

<http://www.altonparkjunior.org.uk>

Government Department for Education

<http://www.education.gov.uk>

Governance Handbook 2019 and Governor Competency Framework 2019 - The Governance Handbook is structured around the DfE's six features of Effective Governance developed alongside the Competency Framework,

<https://www.gov.uk/government/publications/governance-handbook>

Understanding Performance Data

<https://www.gov.uk/government/collections/school-performance-tables-about-the-data>

Schools Standards

<http://www.ofsted.gov.uk>

Essex Schools Infolink – Information, advice and guidance from the Local Authority Schools Service

<https://schools-secure.essex.gov.uk>

Essex Education Service, Governor Training, Governor Services

<https://www.junipereducation.org>

Essex School Governor's Association (ESGA)

<http://www.esga.org.uk>

School Financial Value Standard (SFVS)

<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schools%20financial%20value%20standard/a00192114/schools-financial-value-standard-sfvs>

National Governors Association

<http://nga.org.uk>

Modern Governor

<https://www.moderngovernor.com>

Fischer Family Trust (FFT)

This is an independent organisation whose data is used in a variety of ways by schools.

www.fft.org.uk