

Chalk Ridge Primary School

Governors Handbook 01.03.2020





This handbook includes information for ALL governors on governors’ legal duties and responsibilities, how the Chalk Ridge governing body is organised, governor training, performance and development and an Induction Pack for new governors.

Chalk Ridge Primary School Sullivan Road, Brighton Hill. Basingstoke, Hampshire, RG22 4ER [www.chalkridgepri.hants.sch.uk](http://www.chalkridgepri.hants.sch.uk/)



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# Chair of Governors Letter

We value governors’ active involvement in the life and work of Chalk Ridge Primary School through governor visits and regular participation in meetings and school events. For new governors, please read this handbook as it provides a new governors induction pack and other useful information.

I would also ask you to encourage others to become a member of the governing body when an appropriate opportunity arises. Parent Governor vacancies are notified by 'pupil post' and mentioned in the school newsletter. Information on the role of School Governors and how to apply to become a Local Education Authority Governor can be found on <http://www3.hants.gov.uk/education/governors/governors-govrecruit.htm>

Being a governor can be a rewarding experience, we are a group of hard working people who give freely of their time and energy, committing their talents to the service of Chalk Ridge Primary School and aim to be outstanding in all we do.

Within our school community, we strive to provide a learning environment where all individuals are valued and cherished, nurtured and cared for. It is our aim to provide an outstanding education for every child in our school, for lifelong, reflective learning and success. We endeavour to inspire all children to realise their true potential and to develop skills, knowledge and attributes through encouragement and challenge from each other, and all adults who work here.  
  
Our school vision is based on five key values which are: -

**aspiration  
inclusion  
respect  
resilience  
independence**

These values are shared by our staff, governors and children and affect all that we do and how we do it!

Governors come from different backgrounds, reflecting the many interest groups involved in our school, but they have one important thing in common: they are dedicated to ensuring that the children at Chalk Ridge Primary School have the best education possible and have fun learning.

High quality training and development is available for all governors and all governors are recommended to attend a Governors Induction course.

**The Governing Body has a strong focus on three core strategic 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 performance management of staff; and
* Overseeing the financial performance of the school and making sure its money is well spent

This is the primary focus of all governing body business. The Governing Body Members have a huge amount of knowledge, experience and competence: to draw on and we recognise that school governance is a team effort and decisions are made corporately. Effective governance is about team-work with the headteacher, staff, governors, children, parents / carers and the community.

To find out more, please see the Governors Portal under About Us on the school website.

**Julie Pierce**

Chair of Governors

Introduction

This document explains the general operating procedures adopted by the governing body of Chalk Ridge Primary School and should be read in conjunction with the latest Department of Education Governance Handbook available at:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf> and Hampshire County Council Governors Good Practice Guide available at: <http://documents.hants.gov.uk/governors/GovernorsGoodPracticeGuide2018.doc>S

The purpose of this document is to assist new and current governors in their understanding of the governing body of Chalk Ridge Primary School. This document forms part of the induction process for new governors, in addition to a comprehensive range of information and training provided by Hampshire LA Governor Services available at:

<https://www.hants.gov.uk/educationandlearning/governors/governors-intranet>

Each year when approving the FGB Handbook, all Chalk Ridge governors sign up to the Hampshire Governor Services Governors’ Good Practice Guide (which includes a Code of Conduct on page 14) see:

<http://documents.hants.gov.uk/governors/GovernorsGoodPracticeGuide2018.doc>

**If the above links do not work, please copy link and paste into browser.**

This Governors Handbook is subject to regular review in order to reflect the current structure and processes of the governing body.

# **Structure of the governing body**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Chair of | Governors | | |  | | |
|  |  | | | | | |
|  | Vice Chair of Governors | | |  | |
|  |
|  | | | | | |
|  | | Resources Committee (responsible for Finance, Buildings and Premises) | | | |
|  | |
|  | | Standards and Curriculum Committee | | | |
|  | |
|  | | Pay and Personnel Committee (including Headteacher’s Pay Review Panel) | | | |
|  | |
| Appeals Committee (established on an ad-hoc basis as required ) | | | | | |
|  | | Clerk to the Governors | | |  |
|  | | |

Governing Body Constitution

By constitution the governing body is made up of 13 members: 2 parent governors, 1 local authority governor, the headteacher, 1 staff governor and 8 Co-opted governors. For current List see: <http://www.chalkridgepri.hants.sch.uk/statutory-full-governing-body-information/>

Full Governing Body (FGB) Members,

Committees and Named Governors

|  |  |  |  |
| --- | --- | --- | --- |
| **FGB (13 Members)** |  |  |  |
| **Governor** | **Type** | **Role** | **End Date** |
| Julie Pierce | Co-opted | FGB Chair | 09.02.2022 |
| Sue Baskerville | Co-opted (Staff) |  | 19.02.2022 |
| Clare Beswick | Headteacher |  | Not required |
| Suzanne Bond | Co-opted |  | 19.02.2022 |
| Hannah Burns | Staff |  | 30.09.2022 |
| Vicky Hart | Co-opted |  | 01.12.2022 |
| Madeline Hussey | Co-opted | FGB Vice Chair | 11.11.2020 |
| Kishor Patel | Co-opted |  | 09.02.2022 |
| Elliot Roberts | Parent |  | 17.04.2022 |
| Ian Ross | Co-opted |  | 29.06 2022 |
| Susan Walker | Parent |  | 17.04.2022 |
| Vacancy | Co-opted |  |  |
| Vacancy | LEA |  |  |
|  |  |  |  |
| **Resources (including Buildings)** |  |  |  |
| Kishor Patel | Co-opted |  | 09.02.2022 |
| Clare Beswick | Headteacher |  | Not required |
| Elliot Roberts | Parent | Chair | 17.04.2022 |
| Ian Ross | Co-opted |  | 29.06.2022 |
| Susan Walker | Parent |  | 17.04.2022 |
|  |  |  |  |
| **Standards and Curriculum** |  |  |  |
| Madeline Hussey | Co-opted | Chair | 11.11.2020 |
| Clare Beswick | Headteacher |  | Not required |
| Sue Baskerville | Co-opted (Staff) |  | 19.02.2022 |
| Suzanne Bond | Co-opted |  | 19.02.2022 |
| Hannah Burns | Staff |  | 30.09.2022 |
| Julie Pierce | Co-opted |  | 09.02.2022 |
|  |  |  |  |
| **Pay and Personnel** |  |  |  |
| Suzanne Bond | Co-opted | Chair | 19.02.2020 |
| Clare Beswick | Headteacher |  | Not required |
| Madeline Hussey | FGB Vice Chair / Chair of Curriculum |  | 11.11.2020 |
| Elliot Roberts | Parent |  | 17.04.2022 |
| Ian Ross | Co-Opted |  | 29.06.2022 |
|  |  |  |  |
| **Headteacher’s Performance Review Panel** |  |  |  |
| Suzanne Bond | Co-opted | Chair | 19.02.2022 |
| Madeline Hussey | Co-opted |  | 11.11.2020 |
| Ian Ross | Co-opted |  | 29.06.2018 |
|  |  |  |  |
| **OTHER NAMED GOVERNORS** |  |  |  |
| **Health and Safety**  **Governor** | Susan Walker (Parent) |  | 17.04.2022 |
| **Safeguarding Governor (includes vulnerable groups - Pupil Premium, English as an Additional Language (EAN), Sports Funding and Prevent)** | Suzanne Bond (Co-opted)) |  | 19.02.2022 |
| **Special Education Needs (SEN) Governor** | Julie Pierce (Co-opted) |  | 09.02.2022 |
| **Development and Training Governor** | Ian Ross (Co-opted) |  | 29.06.2022 |
| **Maths Governor** | Madeline Hussey (Co-Opted) |  | 11.11.2020 |
| **English Governor** | Susan Walker (Parent) |  | 17.04.2022 |
| **ICT Governor** |  |  |  |
| **EYFS Governor (Year R)** | Madeline Hussey (Co-Opted) |  | 11.11.2020 |
| **Governor Forum** | Julie Pierce (Co-opted) |  | 09.02.2022 |

Chalk Ridge Primary School 2019/20 Governors Meeting Dates and Day Closures

|  |  |  |  |
| --- | --- | --- | --- |
| **Meeting** | **Autumn** | **Spring** | **Summer** |
| Curriculum and Standards | Tuesday 10th September  Tuesday 5th November | Tuesday 25th February | Tuesday 28th April  Tuesday 9th June |
| Resources | Wednesday 11th September Wednesday 13th November | Wednesday 29th  January | Wednesday 6th May Wednesday 10th June |
| Full Governors | Monday 30th September  Monday 2nd December | Monday 2nd March | Monday 11th May  Monday 13th July |
| Pay and Personnel | Friday 27th September | Friday 7th February | Friday 10th July |

FGB and Resources start at 6.00pm unless otherwise stated.

Curriculum and Standards start at 5.00pm unless otherwise stated.

Pay and Personnel start at 9.00am unless otherwise stated.

**Day Closures 2019 - 2020**

**tbc**

Governing Body - **Annual CYCLE of Tasks and Responsibilities**

|  |  |
| --- | --- |
| **Standing agenda items / regular tasks:** | **Annual tasks:** |
| * Declaration of interests must be an agenda item for ALL FGB and committee meetings * Review policies in accordance with GB’s agreed policy review cycle which meets the requirements of the [DfE Guidance](https://www.gov.uk/government/publications/statutory-policies-for-schools)   **Full Governing Body:**   * Receive written HT report (at least termly) * Monitor and evaluate progress against school improvement plan * Review feedback from governor visits * Discuss impact of governor training attended * Forward plan to fill vacancies and officer posts with people that have the right skills and experience   **Committees:**   * Ensure termly H&S audit is undertaken (H&S/Resources Committee) * Review termly internal pupil progress and assessment data (Standards and Curriculum Committee) * Receive curriculum reports (Standards and Curriculum Committee)   **Other regular tasks:**   * Ensure 1 member of GB (in addition to the HT) has completed safer recruitment training * Ensure GB details are accurate on the school website * Ensure compliance with School Information Regulations regarding the information that must be included on the school website * Ensure DBS checks for new governors are requested within 21 days of election /appointment * Check contact details / email addresses for governors on regular basis and ensure membership on Edubase is kept up to date | * Review governor visits policy * Receive report on implementation of the Performance Management policy (suggested template available in the Manual of Personnel Practice) * Carry out governing body Self Evaluation (GBSE), using outcomes to feed into school self evaluation and GB development plan * Undertake skills audit to determine skills / experience required to fill vacancies and to help with development of GB training plan * Contribution to school self evaluation * Assess impact of GB’s work on school improvement * Review and agree any formal collaboration arrangements |
| **Autumn** | |
| **Full Governing Body**   * Election of chair, vice-chair * Update register of interests * Ensure governor details (including attendance) updated on website * Agree structure, membership & terms of reference for all committees and panels * Agree delegated powers * Confirm meeting dates & times for the year * Appoint key governor roles (e.g. DTG, Forum Rep, Governor to act if there is allegation against the HT, Safeguarding, SEND….) * Review individual governor responsibilities / allocate governor links with class/subject/key issues from school improvement plan * Agree GB Code of Conduct * Adopt HCC Governors Good Practice Guide * Approve / Review School Improvement Plan * Arrange external advisor for HT performance review * Review admissions policy (Foundation and VA schools) * Discuss Published Admissions Number (PAN) arrangements * Receive and approve plan for off-site visits * Confirm adoption of Manual of Personnel Practice * Confirm adoption of Manual of Finance Practice and Procedure * Approve revised budget by 30 November * Agree topic for WGB training * Agree GB development plan * Identify GB monitoring opportunities and governor visit plan (linked to School Improvement Plan) * Review Pay Policy and Performance Management Policy * Complete safeguarding audit by 30 September * Agree SEN information report | **Committees**   * Election/appointment of committee chair and appointment of committee clerk   **Headteacher’s Pay Review Group**   * Review last year’s objectives with HT (legal requirement for External Advisor to be present) and report outcome to Pay Committee * Agree objectives for the current year with HT (legal requirement for External Advisor to be present)   **Resources Committee**   * Review / monitor spending against current budget plan * Consider budgetary implications of number on roll for current year * Propose budget revisions to GB to approve before 30 November * Consider benchmarking data / DfE school efficiency metric tool * Review emergency / disaster recovery plans   **Standards and Curriculum Committee**   * *Elect Committee Chair* * *Review Committee’s Terms of Reference* * Review and discuss outcomes of SATs against targets * Monitor progress against school improvement targets (*SDP*) * *Update by Subject Leader* * *Update on SEN Issues* * Review policies on Collective Worship, Attendance, Child Protection, Sex Education, EYFS, Supporting Pupils with Medical Conditions, and Drug Education. * Discuss ’Analyse School Performance’ (ASP) data & Fischer Family Trust data * Receive report on internal assessment & performance data * Consider issues arising from Sidney data (primary only)   **Pay and Personnel Committee**   * Agree performance related pay progression for teaching staff * Receive report from HT Headteacher’s Pay Review Group Panel and make decision regarding HT pay progression |
|  |  |

|  |  |
| --- | --- |
| **Spring** | |
| **Full Governing Body**   * Discuss and agree priorities for next financial year based on school improvement priorities * Receive report on issues arising from strategic financial planning * Agree budget for staff training & development * Discuss predicted pupil numbers & budget implications * Evaluate resource and budget control of SEN provision * Agree decision regarding subscription to Governor Services * Agree decision about LA clerking service & agree contracted hours * Consider ’Analyse School Performance’ (ASP) data / FFT data (if not carried out last term) * Review Inspection Dashboard & School Comparison Tool * Ensure WGB training is booked by 31 January * Discuss LLP annual report (due between October and April) * Agree updated equalities information and progress against equality objectives for publishing (and every 4 years agree new objectives) * Consider pupil premium, PE sport premium, Year 7 catch up premium spending and SEN funding and the impact of this additional funding * Complete & approve Schools Financial Value Statement (SFVS) return for LA by 31 March * Review progress against GB development plan | **Committees**  **Performance Management**   * Review progress against HT objectives   **Resources Committee (including Buildings)**   * Review / monitor spending against current budget plan   Budget planning for next financial year(s) to meet School Improvement Priorities   * Review implications of school census for funding * Review any outstanding invoices not yet paid   **Standards and Curriculum Committee**   * *Review PANDA Report, Data Drops and school targets* * Discuss and evaluation progress against school improvement plan * *Update by Subject Leader* * Review SEN provision * *Review Exclusion/Attendance Data*   + - *Review policies on School Behaviour, Home School Agreement, and SEN*     - Review ‘Analyse School Performance’ (ASP) and Fischer Family Trust Data (if not available during the previous term)     - Review outcomes for all vulnerable groups   **Pay and Personnel Committee**   * Discuss staff structure & management plan for the following year * Review staff development plan for current year and evaluate impact * Receive staff development plan for new year   **Pay and Personnel Committee**   * Agree performance related pay progression for support staff |

|  |  |
| --- | --- |
| **Summer** | |
| **Full Governing Body**   * Approve budget plan by 31 May (and return to LA) * Approve 3 year strategic plan by 31 May * Plan and approve capital spend * Review attendance data (pupils, staff and governor) * Monitor and evaluate behaviour * Review racist incidents data * Review home-school agreement (if applicable) * Review governor training and receive report from DTG on value for money * Agree governor training & development plan * Agree and book Whole Governing Body Training Session * Review arrangements for induction of new governors * Ensure training is booked for new members of HT performance management panel * Review transition arrangements * Agree election arrangements for GB officers * Discuss officers for the following academic year * Consult on schedule for GB meetings next year * Review child protection / safeguarding arrangements (audit to be completed by 30 September) * Receive report from designated teacher for Children in Care * Consider pupil premium, PE sport premium, Year 7 catch up premium spending and SEN funding and the impact of this additional funding * Note and agree Professional Day Closure dates for the new academic year * Review progress against GB development plan | **Committees**   * Review terms of reference and propose amendments to the GB * Provide the GB with proposals for school improvement priorities for the new academic year   **Performance Management**   * Review progress against HT objectives   **Resources Committee (including Buildings)**   * Review / monitor spending against current budget plan * Consider budgetary implications of staffing structure for new academic year * Evaluate value for money * Review out turn from previous financial year and ensure any significant variances are understood   **Standards and Curriculum Committee**   * *Review Data Drops and school targets* * *Monitor and evaluate SDP progress* * *Update by Subject Leader* * *Update on SEN Issues* * *Plan Meetings for following year* * *Review outcomes in reaching school improvement, pupil progress and attainment targets* * *Consider headline SAT’s/end of Key Stage results* * *Analyse and discuss attendance data* * *Analyse and discuss exclusions data*   **Pay and Personnel Committee**   * Review and approve staffing structure for new academic year |

Role of Governors

Extract from the Department for Education Governance Handbook see: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf>  
  
Effective governance has 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 performance management of staff; and**
* **Overseeing the financial performance of the organisation and making sure its money is well spent.**

**What does Outstanding Governance look like for us at Chalk Ridge?** The OFSTED Outstanding Grade Descriptor for Leadership and Management (from the OFSTED Inspection Handbook available at <https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015> is as follows:

<https://www.gov.uk/government/collections/education-inspection-framework>.

<https://www.gov.uk/guidance/inspecting-schools-guide-for-maintained-and-academy-schools>

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828469/School_inspection_handbook_-_section_5.pdf>

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Part 2 – “Leadership and Management”

* Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff.
* Relationships between staff and pupils are exemplary
* Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
* The school’s actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics
* Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.
* Leaders and governors have a deep, accurate understanding of the school’s effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
* Leaders and governors use high quality professional development to encourage, challenge and support teachers’ improvement. Teaching is highly effective across the school.
* Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
* The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
* Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work.
* Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
* Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils’ welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

Leaders’ work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff’s vigilance, confidence and competency to challenge pupils’ views and encourage debate.

***also*** see:<http://www.slideshare.net/onlygeek/outstanding-school-governance>

Ensuring Clarity of Vision, Ethos and Strategic Direction

Through Full Governing Body (FGB) meetings, Committees and whole staff meetings, consultation with parents and pupils, the FGB with the headteacher regularly undertake reviews of the schools vision and ethos. The school vision and ethos is published on the school website. It was last reviewed by the FGB in May 2017 as follows:

**“Inspire, learn, care, succeed!”**

Within our school community, we strive to provide a learning environment where all individuals are valued and cherished, nurtured and cared for. It is our aim to provide an outstanding education for every child in our school, for lifelong, reflective learning and success. We endeavour to inspire all children to realise their true potential and to develop skills, knowledge and attributes through encouragement and challenge from each other, and all adults who work here.  
  
Our school vision is based on 5 key values which are: -

**aspiration  
inclusion  
respect  
resilience  
independence**

These values are shared by our staff, governors and children and affect all that we do and how we do it!

Strategic Direction and Statutory Policies

With the headteacher and staff, the FGB also develops and approves the Annual School Development Plan (SDP) based on school and governor self evaluation and the evaluation of available school and external data. This sets the school strategic direction. The SDP is regularly reviewed by the FGB and Committees. The FGB and Committees, together with staff also review the Policy Register at every meeting to ensure they are updated, reviewed, monitored and evaluated according to a rolling programme.

**Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and**

Included in the School Development Plan, the FGB sets school performance targets which are reviewed and tracked in FGB meetings, Committee Meetings, Governor Visits, Headteacher’s Reports and Headteachers Performance Review. The headteacher also includes school performance targets in individual staff performance management which is monitored anonymously by the Pay and Personnel Committee. We also obtain independent monitoring through our Hampshire County Council Children’s Services Local Learning Partner and other senior county advisers and specialists.

Overseeing School Financial Performance and Making Sure Money is Well Spent

In relation to overseeing school finances, governors (delegated to the Resources Committee) follow the principles of the Schools Financial Value Standard (SFVS) - details available at: <https://www.gov.uk/guidance/schools-financial-value-standard-and-assurance-sfvs>. The Resources Committee also ensures the budget is linked to the School Development Plan to ensure resources are planned to support maximum impact on pupil progress and outcomes, the process for this is as follows:

### 

Linking the Budget to our School Development Plan (SIP)

| **Month** | **School Staff** | **Governors** |
| --- | --- | --- |
| September | • Revise the school development plan (also known as school development or strategic plan)  • Reflect on the actual numbers on the roll and their impact on the delegated sum | |
|  | • Re-cost amendments to the school development plan  • Receive and approve audited unofficial accounts  • Review Resources committee terms of reference and membership for full governors’ approval |
| October | • Revise the school budget  • Send a copy of the audited unofficial accounts to the LA | • Review spending against the plan, propose revision as required  • Consider the budgetary implications of the numbers on roll for the next financial year |
| November | • Make an initial budget assessment for the forward budget | • Discuss the outturn for the current financial year  • Evaluate value for money |
| December | • Prepare a forward staffing budget for the new financial year | • Approve staffing levels for the forward budget |
| January | • Return the PLASC form  • Agree a forecast of pupil numbers for the next academic year  • Assess the financial effect of changes in pupil numbers | • Review the school’s charging policy  • Review the school’s finance policy  • Review the school’s register of pecuniary interest  • Consider the budgetary implications of the numbers on roll for the next financial year |
| March | • Receive the budget share, details of Standards Funds and devolved capital allocations | • Plan budgets for the financial year  • Plan the Standards Fund budget  • Plan the devolved capital budget  • Consider other income sources |
| April | • Calculate the school budget within available resources | • Approve the budget plan |
| May | • Ensure approved budget plan is on SAP | |
| June | • Review the previous year’s expenditure  • Highlight the end-of-year balances and agree their use | |
| • Prepare unofficial school accounts for audit | • Complete an evaluation / consider benchmarking data |
| July | • Review the school development plan (also known as school improvement plan) | |

Role of the Chair and Vice Chair of Governors

See:

<https://www.gov.uk/government/publications/leading-governors-the-role-of-the-chair-of-governors>

Being a chair of governors (COG) is a key role in the leadership and management of schools. An effective chair of governors (and in their absence the Vice Chair):

• works with the headteacher to promote and maintain high standards of educational achievement

• ensures that the governing body sets a clear vision, ethos and strategic direction for the school

• with the governing body, holds the headteacher to account for the educational performance of the school and its pupils, and for the Headteacher’s Pay Review Group of staff

• ensures oversight of the financial performance of the school and effective use of the schools resources

It is for the chair to have honest conversations, as necessary, if anyone appears not to be committed or is ineffective in their role.

The COG also ensures that all governors understand the role and responsibilities of the

governing body by:

**Leading effective governance**: giving the governing body a clear lead and direction, ensuring that the governors work as an effective team and understand their accountability and the part they play in the strategic leadership of the school and in driving school improvement.

**Building the team**: attracting governors with the necessary skills and ensuring that tasks are delegated across the governing body so that all members contribute, and feel that their individual skills, knowledge and experience are well used and that the overall workload is shared.

**Relationship with the headteacher**: being a critical friend by offering support, challenge and encouragement, holding the headteacher to account and ensuring the Headteacher’s Pay Review Group is rigorous and robust; a good comparison is with the role of the chair of a board of trustees who works with the chief executive of an organisation but does not run day-to-day

operations.

**School Development**: ensuring school development is the focus of all policy and strategy and that governor scrutiny, monitoring and challenge reflect school

improvement priorities.

**Leading the business**: ensuring that statutory requirements and regulations are met, that the school provides value for money in its use of resources and that governing body business is conducted efficiently and effectively.

The COG also plays a crucial role in setting the culture of the governing body and is first among

equals, but has no individual power. The governing body is a corporate entity and its power

and authority rest with the governing body as a whole. On occasions, the chair may need

to take chair’s action in an emergency, but any such action must be reported to the whole

governing body as soon as possible.

Role of the Clerk to Governing Body

High quality professional clerking is crucial to the effective functioning of the FGB. The clerk is the FGB ’ ‘governance professional’. The role is not only about good and effective organisation and administration, but also, and more importantly, about helping the FGB understand its role, functions and legal duties and supporting the chair to enable and facilitate strategic debate and decision making. This is crucial in helping the board exercise its functions expediently and confidently, so that it can stay focused on its core functions. For further information and the Clerks job description see:

<https://www.hants.gov.uk/educationandlearning/governors/governors-intranet/clerks/local-authority-clerks>

Role of the Headteacher

See:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832634/School_teachers_pay_and_conditions_2019.pdf>

The headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets, which are established by the Governing Body. The head teacher:

* is responsible for the internal organisation, management and control of the school
* advises on, and implements the governing bodies strategic framework
* formulates aims and objectives, policies and targets for the Governing Body to consider adopting
* reports on progress to the governing body at least once a year
* formulates and implements the policies for leading the school towards the set targets
* gives the governing body enough information to ensure that the governors are confident that delegated responsibilities and the headteacher’s responsibilities have been met
* is along with the other professional staff accountable to the governing body for the school’s performance
* draws up and submits to the governing body an annual budget plan for the school’s voluntary fund, and any proposals for revisions to the budget plan as required by the LA scheme

**Other activities that are delegated to the Headteacher by the governing body**

The headteacher is accountable to the governing body, which can delegate much of its financial responsibility to the head teacher. The headteacher has delegated responsibility for:

* leading and managing the creation of a strategic plan (the School Development Plan or School Improvement Plan), underpinned by sound resource planning and which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers effectiveness and securing school development
* ensuring that the relevant LA financial regulations/standing orders or DfES requirements are implemented
* establishing sound internal financial controls which are managed on a daily basis by the headteacher and the finance officer
* ensuring the effective implementation of current financial systems and procedures described in the financial management handbook (even in the absence of key staff)
* checking that the funds delegated by the Local Education Authority are correct
* compiling draft budgets to the governing body and appropriate committees
* producing regular reconciled budget/financial reports to the governing body, LA and DfES as appropriate

**Responsibilities of the headteacher in respect of the management of resources**

In resources management terms, the head teacher ensures that resources are efficiently and effectively deployed to achieve the schools aims and objectives and is responsible for:

* creating a productive, disciplined learning environment
* day-to-day management, organisation and administration of the school

More specifically, the headteacher has responsibility to:

* meet regularly with the LA budget adviser to discuss the budget profile and to make any necessary adjustments
* obtain governors’ approval for any budget virements above his/her delegated authority level
* consider and respond promptly to recommendations in school audit/inspection reports, and advise governors of results and any remedial action to be implemented
* ensure the maintenance of accurate and current inventories of all attractive and portable items
* ensure the adequacy of the schools insurance arrangements as part of the annual financial review
* implement school pay policy and appointment procedures
* plan for effective monitoring, evaluating and reviewing of the plan to secure progress and school improvement
* think creatively and imaginatively to anticipate and solve problems and identify opportunities
* ensure that resourcing and staffing are dedicated to ensuring the highest standards of achievement for all pupils
* set appropriate priorities for expenditure, allocate funds and ensure effective administrative control
* manage and organise accommodation efficiently and effectively to ensure it meets needs of the curriculum and health and safety regulations
* manage, monitor and review the range, quality, quantity and usage of all available resources in order to improve pupils’ achievements, ensure efficiency and secure value for money

Terms of Reference – Appeals Committee

**Title:**

Appeals Committee

**Membership:**

3 or 5 governors (All Governors will be put on a list in alphabetical order and will be called upon as necessary on a rotational basis. Only governors who have an interest in any particular situation will be excluded from this system.)

**Quorum:**

3 members of the committee

**Meetings:** as required

**Purpose:**

To receive representations on Complaints (as appropriate), Dismissals, Grievances (including Pay) and Disciplinary matters and to decide an appropriate outcome.

**Terms of Reference:**

To act on behalf of the Governing Body having regard to the governors’ statutory responsibilities including employment responsibility and the school’s personnel policy and practices.

**Reporting:**

To report the decision to the next full meeting of the governing body after either the period for appeal has elapsed or an appeal has been heard. (Should be confidentially minuted as a member of staff may be named).

**Range of Responsibility:**

* All complaints (as appropriate following use of the Complaints Procedure)
* Staff Grievances (including pay), employment issues where the possibility of dismissal needs to be formally considered
* Disciplinary matters

Terms of Reference – Resources Committee (including Buildings)

**Title:**

Resources Committee

**Membership:**

* + The committee shall be composed of at least FIVE governors, including the headteacher with the School Administrator in attendance where possible.
  + The committee shall have such co-opted non-voting members as the Governing Body shall appoint.
  + The Chair of Governors shall have the right of attendance in an Ex Officio capacity.

**Quorum:**

* + The Quorum shall be THREE Governors, of which ONE must be the headteacher (or his/her nominated representative) and TWO must be governors not employed by the school.

**Meetings:**

* + The committee shall meet at least termly and otherwise as required.
  + Meetings shall start at 6:00 pm

**Terms of Reference (Finance Related - F)**

F1 To consider (annually) a draft budget for the year and make recommendations on it to the governing body.

F2 To consider the appropriate budget monitoring report at every meeting. It will report significant variations to the governing body together with a suggested course of action.

F3 To recommend the level of delegated responsibility to the headteacher for day- to-day financial management of the school.

F4 To consider proposed alterations to the approved budget and report its recommendations to the governing body. This does not include areas delegated to the headteacher, such as alterations made to the budget by the LEA for extended sickness and statements of special educational need, or virements within limits agreed by the governing body; currently up to £10,000

F5 To provide guidance, support and assistance to the headteacher and governing body on all matters of finance and budgeting.

F6 To consider and report to the governing body on the financial aspects of the School Improvement Plan.

F7 To consider and report to the governing body on the financial implications relating to the appointment and dismissal of staff.

F8 To review the cost implications of the school lettings policy and advise on the charges.

F9 To receive audit reports on the official and unofficial funds and make appropriate recommendations to the governing body.

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Terms of Reference (Finance Related - F) (Continued)

F10 Delegated Powers. To authorise payments in excess of the headteacher’s authority for day-to-day management of the school.

F11 To respect the four Principles of Best Value, summarised as Challenge, Compare, Consult and Compete.

F12 Challenge expenditure and evaluate impact for Pupil Premium and Sports Funding

F13 Perform benchmarking on an annual basis and provide a report for the FGB

F14 To evaluate, review and approve policies as delegated in the Chalk Ridge FGB Policy Register.

Terms of Reference (Building Related \_ B)

B1 To draw up and periodically revise a rolling three-year costed development plan for the school, including external and internal redecoration.

B2 To write and review the Health and Safety Policy on behalf of the FGB.

B3 To ensure that a detailed review of the implementation of the Health and Safety Policy is carried out and a written report submitted to the committee for consideration.

B4 To be informed of any Health and Safety issues causing concern.

B5 To undertake and monitor all risk assessments required from external agencies.

B6 To ensure that the buildings are maintained in a clean, comfortable, warm and safe manner in the most economical way.

**Chalk Ridge – Resources Committee (including Buildings)**

**Annual cycle of tasks and responsibilities**

**Autumn Term (Sept – Dec)**

* Consider budgetary implications of number on roll and staffing costs
* Review spending against budget plan and complete budget revision – ensure FGB approval in time for submission by deadline – 30th November
* Review & update capital budget
* Consider budget plans for next three years – Strategic Financial Planning
* Consider benchmarking data and prepare report for FGB review
* Review financial procedures to ensure compliance with Schools Financial Value Standard (SFVS), including:
  + Tracking spend against School Development Plan key targets
  + Value for money review
* Review any outstanding invoices raised by the school that have not been paid
* Review spend and impact of Pupil Premium & Sports Funding
* Review Accessibility plan (as part of the review of the Single Equality Plan)
* Ensure compliance with Disability Discrimination Act – see above
* Review allocated policies falling due for review
* Report on health, safety and security
* Confirm meeting dates for the year
* Receive any financial requests and/or recommendations from other committees

**Spring Term (Jan – April)**

* + - Review current financial position against revenue & capital budget
    - Draft outline budget plans using the strategic planning tool
    - Adopt the updated Statement of Financial Expectations
    - Approve and ensure review/approval by FGB for submission of the Schools Financial Value Statement using the on-line form by 31st March
    - Discuss financial implications of PLASC return.(School Level Annual School Census)
    - Discuss priorities for next financial year based on school improvement plan
    - Discuss predicted pupil numbers for the next academic year and their budgetary implications
    - Report on health, safety and security
    - Review asset management plan
* Identify monitoring role in School Improvement Plan - add reporting back opportunities onto agendas
* Review Policy register, dates for review, evaluation and review effectiveness
* Review Committee Members training / skills register
* Review allocated policies falling due for review
* Review any outstanding invoices raised by the school that have not been paid
* Receive any financial requests and/or recommendations from other committees

**Summer Term (May – Aug)**

* Consider budgetary implications of staff structure for next academic year
* Review current financial position against revenue & capital budget
* Approve budget plan and 3-year financial strategic plan, and ensure FGB approval for submission by deadline – 31st May
* Consider benchmarking data
* Evaluate value for money
* Review any outstanding invoices raised by the school that have not been paid
* Consider whether criteria in Financial management Standards can be met
* Plan actions needed to ensure compliance with Schools Financial Value Standard (SFVS)

1. Report on health, safety and security
2. Review asset management plan - note any proposed amendments to the Strategic Plan.

* Review Policy register, dates for review, evaluation and review effectiveness
* Propose meeting dates for the next year
* Review Committee Terms of Reference and Annual cycle of tasks and responsibilities, recommend any proposed changes to FGB
* Discuss committee membership and succession
* Receive any financial requests and/or recommendations from other committees

Responsibility of: Resources Committee

**Reviewed: Annually**

**This version dated: February 2016**

**Next Review Date: September 2016**

Terms of Reference – Pay and Personnel Committee

**Membership:**

* The Committee shall comprise a minimum of three governors
* Any paid employees of the school (except the headteacher) who are also governors are unable to be members of the Pay and Personnel Committee
* The headteacher will withdraw when their own salary is being discussed
* Pay Committee members will be excluded from membership of the Governors’ Appeal Committee where convened to consider a pay appeal

All meetings of the Governors’ Pay and Personnel Committee will be minuted

**Quorum:**

The quorum for the Pay and Personnel Committee is three members (excluding the headteacher).

**Meetings** :

Normally half termly with additional meetings as required to consider staff recruitment, Headteacher’s Pay Review Group and pay matters

**Purpose:**

To review and determine Pay and Personnel issues as required by legislation, HCC policy and practice with fairness and equity.

**Terms of reference**:

* annually review and agree the Pay Policy
* annually determine salary progression for the headteacher, where eligible, following recommendation by the Headteacher’s Pay Review Group Committee
* annually determine salary progression for eligible teaching staff, following recommendation by the headteacher based on Headteacher’s Pay Review Group and Pay Policy
* Review the staffing structure when vacancies occur, and at least annually in relation to priorities for school improvement together, ensuring roles have job descriptions
* Approve Job Descriptions for the headteacher and deputy headteacher
* nominate one of its members to undertake the annual audit of Headteacher’s Pay Review Group (all records anonymised) in accordance with HCC guidelines available at: <http://www3.hants.gov.uk/education/mopp/manage-staff/pay-policy/eps-guidance-monitoring-the-effectiveness-of-performance-management.htm>
* Review relevant policies on the Policy Register relating to the Pay and Personnel Committee
* Review staff induction, development, training and outcomes of teaching staff exit questionnaires
* Act as initial point of contact for grievance procedures by staff.
* Deal with grievance procedures against staff
* Act as a forum to discuss confidential matters involving pupils, staff and parents
* Oversee and implement New Governor Induction Policy Procedures
* Review relevant aspects of the School Development Plan
* Take guidance on employment regulations and trade union laws and follow the HCC Manual of Personnel Procedures and Practice provided to the school and ensure it is made available to members of staff

**Reporting Structure**

It is recognised that this committee will have occasion to deal with confidential matters concerning pupils, parents and staff. In this eventuality, the minutes should have two sections, non-confidential and confidential. The latter will be an addendum to the former. The non-confidential minutes should be available to all governors. Only two copies of the confidential addendum should be made. One copy will be kept by the headteacher, the other by the chair of this Pay and Personnel Committee. The confidential addendum should either be deleted from the computer used to prepare it, or password protected. Copies will be available to other members of the Pay and Personnel committee on request.

**Chalk Ridge – Pay and Personnel Committee**

**Annual cycle of tasks and responsibilities**

**Autumn Term (Sept – Dec)**

* Request that salary statements are issued to teaching staff to confirm Committee determinations
* Receive report from HT Headteacher’s Pay Review Group Panel on objectives agreed with headteacher and make pay decision
* Request that salary statement is issued to headteacher to confirm Committee determinations
* Establish Pay Policy, in accordance with Hampshire County Council guidelines
* Nominate Governor to undertake Headteacher’s Pay Review Group audit
* Staffing – staff resignations, retirements and appointments, staff absence levels, any disciplinary or capability issues, health and safety issues, staff development activities
* Review and adopt Hampshire County Council Manual of Personnel Practice and any in-year revisions issued
* Confirm meeting dates for the year
* Consider and propose Pay and Personnel Committee related ideas for School Improvement Plan

**HT Performance Review Panel**

- by December review performance objectives with headteacher (There is a legal requirement for the external adviser to be present at the meeting). Agree objectives for the next year with the headteacher. (External adviser must be present) and report outcomes and recommendations to Pay and Personnel Committee)

**Spring Term (Jan – April)**

* Identify monitoring role in School Improvement Plan - add reporting back opportunities onto agendas
* Staffing – staff resignations, retirements and appointments, staff absence levels, any disciplinary or capability issues, health and safety issues, staff development activities
* Review staff induction, development, training and outcomes of staff exit questionnaires
* Review Policy register, dates for review, evaluation and review effectiveness
* Review Committee Members training / skills register
* Review the staff structure and management plan for the next academic year

**HT Performance Review Panel**

Monitor progress on headteacher’s objectives (no need for external adviser)

**Summer Term (May – Aug)**

* Receive headteacher recommendations for teachers’ pay progression decisions and confirm salary points for teaching staff by August pay date cut off (e.g for 2014, 21 July)
* Review Policy register, dates for review, evaluation and review effectiveness
* Staffing – staff resignations, retirements and appointments, staff absence levels, any disciplinary or capability issues, health and safety issues, staff development activities
* Finalise staffing structure (including job descriptions) and advise Resources Committee of budget implications
* Confirm new staff start numbers
* Propose meeting dates for the next year
* Review Committee Terms of Reference and Annual cycle of tasks and responsibilities, recommend any proposed changes to FGB
* Discuss committee membership and succession

**HT Performance Review Panel**

To undertake HT Interim Performance (May/June) and report back to Pay and Personnel Committee (no need for external adviser)

Responsibility of: Pay and Personnel Committee

**Reviewed: Annually**

**This version dated: January 2016**

**Next Review Date: Autumn/September 2016**

Terms of Reference - Standards and Curriculum Committee

**Membership:** The Committee shall be composed of a minimum of three members chosen by the governing body from its number plus the headteacher.

**Quorum:** The quorum shall be three governors.  The  headteacher or his/her representative must be present.

**Purpose:** To enhance the education and wellbeing of pupils, and maximize their opportunities, by promoting high standards within the school based on a curriculum which underpins this aim.

The Committee has full delegated powers to deal with any matters relating to the children and curriculum. Its role is to monitor standards and consider curricular matters in detail, and present recommendations to the whole governing body. The Chair may specifically delegate decision making powers to the group when appropriate.

**Terms of Reference:**

1. To hold the school to account for the standards it achieves, with specific reference to the School Improvement Plan. This will include behaviour and achievement within and beyond the curriculum.
2. To ensure the overall curriculum of the school meets the school’s aims by monitoring details of policies, structures and teachers’ curriculum planning, and other resources as appropriate.
3. To consider separately how Sex and Relationships Education will form part of the curriculum.
4. To ensure that requirements are met with respect to RE, Worship and the National Curriculum core and foundation subjects by monitoring policy documents and other relevant material.
5. To monitor the SEN policy and the school’s arrangements in support of the SEN Code of Practice. A member of the Governing body will be named SEN Governor
6. To deal with any other matters relating to the achievement of standards and the curriculum, as shall be reasonably expected by governors, in partnership with the headteacher and teaching staff.

Responsibility of: Standards and Curriculum Committee

**Reviewed: Annually**

**This version dated: September 2015**

**Next Review Date: Autumn/September 201****6**

Sources of Schools Strategic Data Available

# Data for Governors to review and assess are as set out below: Extract from <https://www.gov.uk/government/publications/understanding-your-data-a-guide-for-school-governors-and-academy-trustees>

# **Annex A – Key themes table**

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| **1. Pupil numbers/attendance and exclusions** | |
| Pupil numbers | Pupil numbers drive the vast bulk of your income. Understanding the growth or decline in numbers is vital to safeguard the financial health of your organisation.  Look at recent past trends, current numbers and the construction of the pupil number projections. This should include a break down to show first, second and third choices, and in-year churn in all year groups.  Consideration should be given to:   * •  Engagement with feeder schools. * •  Transition from primary to secondary schools. * •  Pupil projections/future financial planning. * •  Number of service pupils/pupils from traveller   families/seasonal employment trends.   * •  Liaising with Local Authorities where required on pupil places. |
| Pupil absence levels (including persistent absence) | Benchmark authorised and unauthorised absence against comparators, e.g. over time, to other organisations/other academies within a MAT/schools within the local authority, against a national average, to similar performing schools or to comparable but better performing schools.  Comparative data is often a spur to improvement, including for high-performing organisations.  Consideration should be given to:   * •  Absence levels between boys and girls. * •  Absence levels in different year groups. |
| Pupil exclusion levels | Look at numbers of fixed term and/or permanent exclusions to be tracked as a cost implication.  Boards should deploy maximum challenge to school and academy trust management teams on any permanent exclusion; such an event is very likely to have a highly detrimental impact on that child’s future. This should be the context in which any such decision is taken.  Consideration should be given to:   * •  Instances of repeat exclusions. * •  Rolling average of permanent exclusions to ensure   that it is used very sparingly.   * •  Numbers of pupils educated off-site and safeguarding arrangements. |

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|  | The school exclusion statutory guidance provides information on the exclusion of pupils from local-authority- maintained schools, academies and pupil referral units. |
| **2. Attainment and progress** | |
| Pupil education outcomes | The measure will reflect the type and phase of the school, for example key stage 2, key stage 4 forecasts and attainment.  Review breakdown of current numbers, for example, by boys/girls, free school meals, pupil premium, English as an additional language, special education needs and disability, looked after children.  Track and monitor the progress made to close the attainment gap.  Consideration should be given to:   * •  Progress of pupils in receipt of pupil premium tracked with pupil premium spend. * •  Progress of disadvantaged pupils by key stage/year group against that of their peers. Include difference between disadvantaged pupils in school, MAT, local authority and nationally. * •  Progress 8/attainment 8 scores. * •  Destination/career data.   The school performance tables: how to interpret the data, provides information on how to use school performance data to interpret pupil attainment and progress, and compare with similar schools |
| **3. Curriculum planning - staffing and class sizes** | |
| Curriculum planning (integrated with financial planning) | It is vital that curriculum planning is coordinated as a joint exercise with your budget planning to produce a curriculum that meets pupils’ needs and is affordable.  A curriculum-led and data-informed approach to financial planning will help establish a staffing structure that can deliver the greatest impact. Boards should challenge leadership teams on the effective organisation of the curriculum and deployment of staff with reference to a key set of metrics relating to factors like:   * •  Teacher contact ratio. * •  Average teacher cost. * •  Pupil to teacher ratio. * •  Average teacher cost. * •  % of total spend on teaching/non-teaching staff. * •  % of total spend on senior leadership team.   Consideration should be given to: |

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|  | * •  Current and future pupil forecasts to identify any changes in staffing requirements. * •  Succession planning/staff turnover. * •  Teaching and Learning Responsibility (TLR) and on   costs e.g. National Insurance.  Further information can be found in the school resource management: top 10 planning checks for governors, which, provides information to help make sure schools manage their resources and money more efficiently.  The school workforce planning guidance provides information for all school and will help school leaders to review their staff structures regularly, as part of annual school improvement, curriculum and financial planning. |
| 4. **Financial management and governance** | |
| Financial management | All schools and academy trusts should have robust systems and processes in place to manage their finances securely and effectively and provide assurance of this. As a minimum we recommend you should:   * •  Highlight any material divergence from initial budgets set and ongoing forecasts. * •  For maintained schools provide the authority with details of anticipated and actual expenditure and income, in a form and at times determined by the authority.1 * •  For academy trusts, management accounts must be prepared monthly. These must be shared with the chair every month, with other trustees six times a year and be considered by the board when it meets. The board must ensure appropriate action to ensure ongoing viability.2 * •  Use the school’s financial benchmarking service to compare your school’s income and expenditure annually against that of similar schools and investigate further. * •  Identify and challenge trends and inefficiencies to understand what is happening in your school or academy trust. * •  Track income versus planned expenditure and actuals against budget forecasts, revenue |

1 Schemes for financing schools: statutory guidance for local authorities 2.1.2 2 The Academies Financial Handbook 2018 2.2.4.

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|  | expenditure and non-staff costs as a percentage of  total expenditure (and of income).   * •  Analyse cash flow. * •  Ensure pupil number projections have been accurate   and if not, immediately re-budget accordingly. Multi Academy Trusts should ensure there is clarity around the services that are provided centrally to its schools (e.g. through Service Level Agreements). There should also be robust processes in place for assessing the quality of these services and their value for money.  The school resource management: checklist provides help with planning school finances and resources. |
| School and academy trust improvement activities | The budgetary process should be embedded within the strategic leadership function. It is an integral part of the planning cycle, not an isolated activity that is the sole responsibility of the finance manager.  Consideration should be given to:   * •  Are school or academy trust improvement initiatives prioritised, costed, and linked to the budget? * •  Are all new initiatives fully costed before the school or academy trust is committed to the proposal? |
| Long and short-term financial/budget planning | Ensure there is a 3-5 year financial/budget plan, including balance sheet and for academy trusts cash flow projections. Trusts are required to submit a 3-year budget forecast to ESFA in their annual budget forecast return (BFR).  The board should challenge the assumptions about future funding, pupil numbers and pressures to ensure they are realistic (see section 1). This should include planning for expenditure on your estate. |
| Schedule of contracts | Your school or academy trust should have a contracts log to identify which contracts are due for renewal. It is important that contract renewal is planned for and aligned with your school or academy trust’s requirements.  All schools and academy trusts should ensure they are getting the best deals on all goods or services (e.g. energy and water supplies and devices such as printers, scanners and copiers).  • The buying for schools guide provides information on the national deals that are available to help schools save money on some of the things they buy regularly. |

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| Estate management | The school estate should be managed strategically to reflect both short and longer-term needs and priorities, including disability access. We recommend you:   * •  Produce an estate vision, strategy and asset management plan to support your education vision. * •  Ensure you have the right data to support and enable short/longer term planning and help strategic decision-making about your estate. * •  Analyse what you spend on your estate now, and what you need to spend to keep it safe, watertight and to provide for the future. * •  Prioritise expenditure and investment accordingly.   You can find further information about managing your estate strategically including performance measures and data needs in good estate management for schools. |
| Financial Governance | To ensure effective financial governance we recommend boards should have:   * •  Appropriate financial skills and the ability to understand and interpret data. * •  Clear and concise monitoring reports of the school’s budget position. * •  Access to an adequate level of financial expertise, including when specialist finance staff are absent, e.g. on sick leave. * •  Robust plans/policies/procedures in place to set, monitor and authorise spend and manage the risks of overspend. * •  Adequate arrangements for audit of voluntary funds * •  Adequate arrangements in place to guard against fraud and theft by staff, contractors and suppliers. * •  Business interests of boards and staff properly registered and taken into account to avoid conflicts of interest.   For academy trusts: Include a report to the board on non- compliance with the Academies Financial Handbook (AFH), which should also cover the trusts’ publications requirements.  The Schools Financial Value Standard (SFVS) helps schools to manage their finances and to provide assurance that they have good financial management in place.  For all schools: the Governance Handbook provides guidance on the roles and duties of governing boards, and advice on the skills, knowledge and behaviours they need to be effective. |

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| Remuneration | Boards should exercise strong governance around CEO pay or other highly paid staff. Remuneration committees should evidence and validate the decision-making processes used when setting and increasing pay and associated packages. There should be strong challenge to ensure it is appropriate/justified.  Consideration should be given to:   * •  Assessing the roles and responsibilities of the individual. * •  Level of challenge to the role: educational, financial, and geographical challenges locally. * •  Reviewing performance activity against objectives. * •  Other benefits paid in addition to the salary base. * •  How pay decisions are documented. * •  How value for money is achieved.   For academies: ‘The board of trustees **must** ensure its decisions about levels of executive pay follow a robust evidence-based process and are reflective of the individual’s role and responsibilities’.3  Don’t forget common sense: high executive pay can only be justified by delivering exceptional education and balancing the books.  The School Teachers’ Pay and Conditions guidance provides information for maintained schools. |
| **5. Qualityassurance** | |
| Ofsted judgements | Review the last assessment and future expectations. |
| Audit ratings | Review internal and external audit ratings and identify areas for improvement. |
| Other reviews | For example, look at outcomes of annual reviews including but not limited to: school improvement reviews, pupil premium reviews, safeguarding reviews, and denominational inspections (for organisations designated with a religious denomination). |
| **6. Safeguardingandwell-being** | |
| Safeguarding | Look at number of current safeguarding cases dissected by nature of concern, duration of safeguarding action, impact on pupil. |

3 The Academies Financial Handbook 2018 2.4.3  
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|  | Regularly challenge data around the percentage of staff who are DBS cleared, in particular any outstanding vetting in new employees. |
| Health and safety | Analyse health and safety reports, review areas of non- compliance, audit concerns. |
| Accidents | Monitor number of notifiable accidents/dangerous occurrences.  Monitor near misses and assess what can be learned/what improvements can be made. |
| **7. The school community–staff, pupils and parents** | |
| Staff views | Consideration should be given to:  • Staff feedback to measure levels of satisfaction, staff surveys, and exit interview summary reports. |
| HR | Consideration should be given to:   * •  Reasons for high staff absence/turn over. * •  Staff performance/objective setting and appraisals. * •  Succession planning. * •  Skills shortages for teaching/non-teaching staff and   at board level.  The professional development for school leaders provides information on professional development for school leaders and governors. |
| Pupil views | Academy trusts are charities and must operate in the public interest. They are accountable to the pupils they teach and the communities they serve.  Establish a mechanism to measure pupil satisfaction. |
| Parent views | ‘As the strategic leaders of their organisations it is vital that boards are connected with, and answerable to, the communities they serve, particularly parents/carers. Boards should never become detached, distant or unanswerable to parents or carers. All boards should assure themselves that mechanisms are in place to engage meaningfully with all parents/carers and enable them to put forward their views at key points in their child's education. They should aim to build productive relationships, creating a sense of trust and shared ownership of the organisation’s strategy, vision and operational performance. The board should be able to demonstrate the methods used to seek the views of parents and carers and how those views have influenced their decision making’ (Governance Handbook, 2.4). |

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|  | A feedback mechanism should be established to measure the levels of parent engagement and satisfaction. Schools should use indicators such as the trend in numbers of first choice applicants for school places or an annual parental questionnaire to provide such data.  Consideration should be given to:   * •  Attendance rates at open days or parents evenings * •  Number of complaints received - what are these   about/is there a common theme, what action is being taken to address these?  Ofsted Parent View is a mechanism available to parents/ carers to provide feedback regarding their child’s school. Schools can sign up for regular feedback alerts. |

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Governor Training, Performance, Development Policy

**Aim**

At Chalk Ridge Primary School we aim to ensure that the Full Governing Body reviews its performance and plans training and development to improve its performance to ensure the needs of individual governors and governing body are met.

**Objectives**

To provide governors with the skill to support the headteacher and staff in ensuring that the school is running efficiently and produces the best quality education for the pupils.

**Implementation**

To meet this aim the governing body will:

* Appoint a training and development governor.
* Undertake self evaluation and self grading based on HCC Governors Self Evaluation Pack
* Have training on the agenda of all full governing body meetings
* Ensure the funding provided for governor training is fully utilised, and provide further financial support, if required to meet the training needs of its governors
* Take up any action points when identified through training, aimed at improving the governing body's performance, and monitor its effectiveness
* Continue with a whole governing body training session once a year

To achieve this aim all governors will:

* Complete governors self evaluation.
* Attend the induction course for new governors within six months of commencing their term of office.
* Attend all other courses relevant to the committees they are serving on within the first year of joining that committee.
* Attend courses relevant to any specialist role they may be involved in, i.e. special educational needs, finance, training liaison, chair, clerk, health & safety etc. within one year of taking on that role.
* Prepare a brief report on all training sessions attended. The report should identify and action points that the governing body may implement to improve its effectiveness and its performance in meeting with the above aim.
* Share course papers with colleagues.
* Attend the whole governing body training session.

To meet these aims the training and development governor will:

* Lead the FGB self evaluation
* Undertake a school-based induction with all new governors. This should be based on the school based induction guidelines for new governors.
* Allocate a mentor to each new Governor
* Keep relevant resource materials to support the governing body's training function.
* Actively promote training within the governing body.
* Keep accurate records of the attendance at training events for all the governors.
* Undertake periodic training needs analysis.
* Produce a Development Plan (including Training Needs) for the whole governing body and individual governors , contributed to by each Committee, including whole governor training sessions.
* Ensure the termly training programme and other training information is distributed to governors as quickly as possible.
* Maintain a skills register of current Governors for those who wish to contribute to it.

To review and book Hampshire Governor Training available via the internet:

<https://www.hants.gov.uk/educationandlearning/governors/governors-intranet/training>

Governing Body Annual Training, Performance and Development Plan

Governing Body Training and Development needs will arise due to a variety of reasons e.g. New Governors joining / annual individual and FGB Self Evaluation / School Improvement Plan initiatives / changed roles / named or individual Governors area of interest / legislative changes / DfES initiatives / HCC initiatives etc... Similarly development needs may be satisfied in a variety of ways e.g. by a Mentor / HCC Governor Training / School Visit / Visit to different schools / Working Groups / attendance at other Committees or meetings / Whole Governing Body Training etc... Skills Self Evaluation, Skills Matrix and Training Matrix managed by the Training and Development Governor aims to capture governors performance and development needs, these are regularly reviewed by the FGB and Committees.

Guidelines for the Induction of New Governors

**Aim:**

At Chalk Ridge Primary School we aim to give our new governors a school based induction package and access to Hampshire County Governor training to help them become more understanding of the work required as a school governor.

**Objectives:**

* To enable new and experienced governors to work together.
* Support the learning of a new governor with the help of a 'Mentor'.
* To build and to develop their understanding of the governing body.

**Implementation:**

After a new governor accepts the governorship of the school they will be issued with the following documentation and a school based induction arranged.

They will then be assigned a governor "mentor" by the Training Liaison Governor and will be asked to attend the HCC induction course for new governors.

**List of documentation for new governors:**

* Access to a copy of ’DFe Governance Handbook’

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf>

* Up to date minutes for the current school year
* School Prospectus (see school website)
* Copy of the diary dates in school – see school website and newsletters
* School Development Plan
* Access to list of training courses available at
* <https://www.hants.gov.uk/educationandlearning/governors/governors-intranet/training>
* Checklist – Getting to Know Our School

**The Governing Body Handbook which contains:**

* Organisation of the Governing Body
* List of the membership of the governing body
* List of committee membership and named governors
* Governors roles and responsibilities
* Governors decision planner
* List of committees with terms of reference for each committee
* Linking the budget to our school development plan
* Annual cycle of tasks and responsibilities
* Governor visits protocol and visit report form
* Sources of useful information (including web sites)
* Schedule of full governor and committee meetings
* Financial management roles and responsibilities
* List of abbreviations used in governor meetings

**New Governors Induction Training**

The following Hampshire Governors training courses are recommended as the minimum requirement for new Governors in their first year.

**1. Induction for new Governors - ESSENTIAL FOR ALL**

An overview of the roles and principle areas of responsibility, including getting to know your school; governors meetings; sources of information and support; the paperwork; personnel and finance; together with an introduction to your LA.

**2. One of the following, depending on Committee Membership**

**Understanding the Curriculum**

This course, will cover governors responsibilities for the curriculum and good practice in discharging them.

**Understanding Finance in Schools - Level 1**

Presentation & group work will cover budget calculations, monitoring and development planning.

**Personnel Issues**

The course will cover the responsibilities of governing bodies for employment matters & decisions, and will examine a range of personnel issues through case studies.

**3. Parents as Governors ESSENTIAL FOR ALL PARENT GOVERNORS**

This course explores the nature of the role of parent governors using discussion, group work & case studies.

**4. School Staff as Governors ESSENTIAL FOR ALL STAFF GOVERNORS**

The session will cover: being an elected governor; conflicts of loyalty; responsibilities & confidentiality; reporting to members of staff. etc

Governors are encouraged to go on any other courses outlined in the Governor Training Programme **in addition** to those above.

To review and book Hampshire Governor Training available via the internet:

<https://www.hants.gov.uk/educationandlearning/governors/governors-intranet/training>

## Governors Induction Programme

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of becoming a Governor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Type of Governor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Event** | **Person Responsible** | **Aims** | **Date completed** |
| Introduction to Chalk Ridge Primary School (as soon as possible and before the first Full Governing Body meeting) | Head / Training & Development Gov / Chair of Governors | General familiarisation of school and its organisation  Overview of Governors Handbook  Checklist - Getting to know our school over the next 12 months |  |
| First Full Governing Body Meeting | Chair | Welcome to new governor  Meet the other Governors  An opportunity to observe the meeting  An opportunity after the meeting to talk to the Chair and Head about any questions or issues arising from the meeting. |  |
| Meeting with Training Development Governor (TDG) | TDG to arrange after first full governing body meeting | Explain training policy and procedures  Agree a training plan  Answer any questions relating to the material in the Governors Handbook |  |
| Getting to know our school | Mentor | Ongoing advice and guidance on how to develop an understanding of our school  Ongoing advice and guidance for 1st year HCC Governor Induction training |  |

**General comments about induction process** (please continue on the back if necessary)

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Getting to know our school**

|  |  |
| --- | --- |
| A Size of the school | I know |
| · Is the school full?  · How many registered pupils are there at present?  · Are numbers rising or falling?  · What is the school's "standard number"? |  |
| B Curriculum | I know |
| · What is the governing body's statement of aims of the curriculum?  · How is the national curriculum covered?  · What proportion of time is spent on the various subjects?  · How far does the curriculum extend beyond the national curriculum?  · What are the arrangements for personal or social education?  · What is the governing body's policy on sex education?  · What does its statement on this say?  · How does the school provide for special education needs?  · What are the arrangements for assemblies?  · What is done by way of trips and visits during school hours?  · How many pupils learn a musical instrument?  · What are the results of the national curriculum assessment?  · What is the school's approach towards teaching pupils of different abilities and aptitudes?  · What does the school do to secure equal opportunities? |  |
| C Extra-curricular activities | I know |
| · What happens during the midday break?  · How are pupils supervised?  · What are the catering and eating arrangements?  · What clubs and similar voluntary activities are there at midday and after school?  · How are they organised?  · What sports activities are there outside of school hours?  · How are they organised?  · What trips are there outside of school hours?  · How are they organised?  · Are there school plays/concerts/gym and dance displays etc?  · How long is the school day and how is it made up? |  |
| D Resources | I know |
| · How does the Governing Body determine the allocation of the school budget-or those parts for which it is responsible?  · How does the governing body assure itself that the school's resources are used efficiently?  · In what, if any, respects are resources inadequate?  · What is the governor's charging policy?  · What is the governing body's policy on supplementing the resources available from the LA, Secretary of State or funding authority e.g. by obtaining income from letting or fundraising? |  |
| E Staffing | I know |
| · What is the current complement of teaching and non-teaching staff, full time and part time?  · Are there vacancies?  · What is the age structure, gender balance, ethnic composition and length of service pattern of the staff?  · How high is staff turnover?  · What is the salary structure?  · How does the governing body use its discretion on pay?  · What are the governing body's staffing responsibilities?  · What are the arrangements for discharging them, particularly on staff promotion, selection, pay, discipline, grievance and dismissal?  · What is the school's management structure?  · How is supply cover managed?  · What are the staff appraisal arrangements?  · What are the INSET arrangements?  · Which member of staff does what?  · What services are provided by outside contractors? |  |
| F Strategic/Improvement Plan | I know |
| · Is there a school improvement plan?  · How is the plan prepared, approved and revised?  · How does the plan feed into the governing body's work? |  |
| G Premises | I know |
| · Are the premises adequate for the purposes of the school?  · Is there too little space in any respect or more than is strictly needed?  · Is the layout functional?  · Would it be practical to improve it?  · Is the condition of the buildings, services, PE facilities and the playground acceptable?  · What about the standard of decoration, vandalism, graffiti?  · Is the building visitor friendly?  · Is it adequately signposted?  · What use of the premises is made of the premises otherwise than for school purposes?  · Under what arrangements?  · Are the cleaning arrangements satisfactory?  · Does the school have and carry out an energy efficiency policy?  · Are the premises accessible to the disabled? |  |
| H Welfare and Discipline | I know |
| · What is the pupil attendance record?  · What are the arrangements for securing good pupil attendance?  · What are the pupil welfare arrangements, generally and for pupils with special educational needs?  · How many pupil exclusions are there annually and for what periods?  · How many pupils are entitled to, and how many receive, free school meals?  · Is there a written policy or code on pupil behaviour and discipline?  · Has the governing body laid down principles on discipline?  · How effectively are good standards of behaviour secured, e.g. in relation to disruption, bullying, and racial and sexual harassment?  · What are the arrangements if child abuse is suspected?  · How is compliance with the law on health and safety of staff and pupils ensured? |  |
| J Admissions | I know |
| · What are the school's admission arrangements?  · Is the school over or under subscribed?  · Where do pupils live?  · Most locally?  · What is the broad ethnic composition of the pupils?  · What are the arrangements for liaison with receiving/feeder schools?  · How are pupils familiarised with the school?  · What are the arrangements for showing the school to the parents of prospective pupils?  · Is there a school uniform?  · Was it agreed with the governing body, the staff and the parents?  · Is it proving practical to enforce? |  |
| K Parents | I know |
| · How does the school communicate with parents?  · In what languages?  · Is there a parents' newsletter?  · How often does it come out?  · What are the arrangements for reporting on pupil progress?  · Is there a parent/teacher association (PTA)?  · What does it do?  · Who attends its meetings?  · Are there informal parents evenings or similar events?  · How do parents get to see the headteacher or class teacher?  · On what basis are parents allowed into school during school hours?  · May they and do they take part in school activities?  · What is the scheme of access to pupil records approved by the governors? |  |
| L Links with the community | I know |
| · What links are there with local firms?  · What community or charitable work do the pupils do?  · What are the relations with the local police?  · How does the school conduct its relations with the media? |  |
| M The School's Performance | I know |
| · When was the school last inspected and by whom?  · What were the Inspectors main findings?  · What action was taken in response?  · When is the school next due/likely to be inspected under the national inspection scheme? |  |
| N Primary schools | I know |
| · Is there a nursery class?  · How large is it?  · How large are the classes?  · How far do the teachers specialise?  · Which teachers are responsible for the various subjects of the National Curriculum?  · How much time do the teachers have for non-teaching duties during school hours?  · How many children go to which junior school? |  |

**Policy and Procedure for Governors Visiting School**

**Chalk Ridge Primary School**

**Governor Visits and Protocol Policy**

**Introduction**

The governing body has a duty to oversee the direction and policies of the school, to monitor its standards and be held to account for its conduct and performance. Visiting the school is the best way to learn how it functions, and to keep under review how it operates so the governing body’s first hand knowledge is increased, informing strategic decision making. **Visits should generally relate to the priorities determined by the SchoolDevelopment Plan. The governing body should plan visits to cover a wide range of school work and each visit should be agreed and have a clear purpose.** Governors should arrange their visits with the headteacher who has responsibility for the day-to-day management of the school.

**Purpose of visits**

**Potential benefits to governors:**

* To develop relationships with staff.
* To monitor the improvement plan and policies in action.
* To inform decision making within the governing body.
* To recognise different teaching styles and techniques.
* To understand the environment in which teachers teach.
* To recognise and celebrate success.
* To get to know the children.
* To find out what resources are needed and prioritise them.

**To teachers:**

* To ensure that governors understand the reality of the classroom.
* To get to know governors.
* To understand better the governors’ roles and responsibilities and work with them.
* To have an opportunity to reflect on practice through discussion.
* To highlight the need for particular resources.

**What a visit is not about:**

* A form of inspection to make judgements about the professional expertise a teacher.
* Pursuing a personal agenda.
* Monopolising school/teacher time.

**Informal Visits:**

Visits may also take place in an informal capacity. It is vital that everyone is clear about the capacity in which they are visiting and not to confuse the role.

Such visits may include:

* The chair making a regular visit to the headteacher.
* Lending a helping hand with a school event.
* Helping in a class.
* Attending a school function.

|  |
| --- |
| **Headlines for governor visits** |
| **Before visits take place (informing staff)** |
| * Contact staff you wish to meet/observe and advise them of the type of meeting (e.g. meeting or observation) * Arrange a mutually convenient time and complete a “previsit” form for staff involved. * Advise on any resources required e.g. policies, documents, children’s work, specific groups of children, meeting room etc. * Make clear the links between the meeting, the improvement plan and governor activities * Make clear the evidence you will be presenting/reporting back to governors. |
| **During visits (focus and evaluation)** |
| * **The visit is to collect evidence and not to make judgements** * Write notes for your visit log to present to governors * If necessary ask for copies of non-confidential information that you feel is relevant evidence for your focus. * Ask questions of staff and pupils which answer HOW activities link to the development plan. * At the end of the visit review the purpose and discuss with staff whether this has been achieved. If not consider how/when you can revisit this. * Be courteous, polite, observe discreetly, listen to staff and pupils, ask questions. |
| **After the visit (reporting)** |
| * Make your report as soon as possible after the visit. * First send your report to the staff involved in the visit and invite them to make comments. * Send a copy of the completed report to the HT and clerk * Submit your report to be reviewed at the next relevant governors meeting. |

Examples of foci for visits.

* Subjects, key stages or classes
* Target groups e.g. pupil premium, more able, SEN, level 4/5 borderline
* Literacy/numeracy standards
* Assessment and progress
* Buildings and maintenance
* Impact of change.

**Chalk Ridge Primary School**

**Governor evaluation – Record of visit (pre-visit form)**

|  |
| --- |
| **Time and Date of visit:** |
|  |
| **Purpose:** |
|  |
| **Information given:** |
|  |
| **Evaluation focus:** |
| **Why has this been chosen?**  **What are the intended outcomes?**  **What impact will this have on the educational standards achieved in the school?** |
| **Activities that will take place:** |
|  |
| **Who is involved?** |
|  |
| **What will they need to provide?** |
|  |

**Chalk Ridge Primary School**

**Governor evaluation – Record of visit (evaluation form)**

|  |
| --- |
| **Time and date:** |
| **People involved:** |
|  |
| **Purpose of visit relating to relevant point on the improvement plan:** |
|  |
| **Summary of visit:** |
|  |
| **Student observation points:** |
|  |
| **Key points arising:** |
|  |
| **Questions arising from activities/observation:** |
|  |
| **Comments/feedback from staff involved:** |
|  |
| **IMPACT OF GOVERNORS VISIT:** |
|  |

Governing Body Decision Planner

|  |
| --- |
| THIS PLANNER SHOWS TO WHICH LEVEL THE GOVERNING BODY MAY LEGALLY DELEGATE FUNCTIONS  KEY  Level 1: Full governing body  Level 2: A committee of the governing body  Level 3: An individual governor  Level 4: Headteacher.  Column blank: Action could be undertaken by this level.  Column blocked off: Function cannot be legally carried out at this level.  \*Although decisions may be delegated, the governing body as a whole remains responsible for any decision made under delegation\* |

|  |  |  | Decision Level | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Key Function | No | Tasks | 1 | 2 | 3 | 4 |
| **Budgets** | 1 | To approve the first formal budget plan each financial year |  | √ |  |  |
|  | 2 | To monitor monthly expenditure. |  | √ |  |  |
|  | 3 | To establish a charging and remissions policy |  | √ |  |  |
|  | 4 | Miscellaneous financial decisions |  | √ |  | √ |
|  | 5 | To enter into contracts (GB may wish to agree financial limits) |  | √ |  | √ |
|  | 6 | To make payments |  |  |  | √ |
| **Staffing** | 7 | Headteacher appointments (selection panel) | √ |  |  |  |
|  | 8 | Deputy appointments (selection panel) | √ |  |  |  |
|  | 9 | Appoint other teachers |  | √ |  | √ |
|  | 10 | Appoint non teaching staff |  | √ |  | √ |
|  | 11 | Agree a pay policy |  | √ |  |  |
|  | 12 | Pay discretions |  | √ |  |  |
|  | 13 | Establishing disciplinary/capability procedures |  | √ |  |  |
|  | 14 | Dismissal of headteacher |  | √ |  |  |
|  | 15 | Dismissal of other staff |  | √ |  |  |
|  | 16 | Suspending head |  | √ |  |  |
|  | 17 | Suspending staff (except head) |  | √ |  | √ |
|  | 18 | Ending suspension (head) |  | √ |  |  |
|  | 19 | Ending suspension (except head) |  | √ |  |  |
|  | 20 | Determining staff complement |  | √ |  |  |
|  | 21 | In voluntary and foundation schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights | NA | NA | NA |  |
|  | 22 | Determining dismissal payments/ early retirement |  | √ |  |  |
| **Curriculum** | 23 | Ensure National Curriculum (NC) taught to all pupils and to consider any disapplication for pupil(s) |  | √ |  | √ |
|  | 24 | To establish a curriculum policy |  |  |  | √ |
|  | 25 | To implement curriculum policy |  |  |  | √ |
|  | 26 | To agree or reject and monitor curriculum policy |  | √ |  |  |
|  | 27 | Responsible for standards of teaching |  |  |  | √ |
|  | 28 | To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day) |  |  |  | √ |
|  | 29 | Responsibility for individual child’s education |  |  |  | √ |
|  | 30 | Provision of sex education – to establish and keep up to date a written policy |  | √ |  | √ |
|  | 31 | To prohibit political indoctrination and ensuring the balanced treatment of political issues |  | √ |  | √ |
|  | 32 | To establish a charging and remissions policy for activities (non NC based) |  | √ |  |  |
| **Headteacher’s Pay Review Group** | 33 | To formulate a Headteacher’s Pay Review Group policy |  | √ |  |  |
|  | 34 | To establish a Headteacher’s Pay Review Group policy |  | √ |  |  |
|  | 35 | To implement the Headteacher’s Pay Review Group policy |  |  |  | √ |
|  | 36 | To review annually the Headteacher’s Pay Review Group policy |  | √ |  |  |
| **Target Setting** | 37 | To set and publish targets for pupil achievement |  | √ |  |  |
| **Discipline/**  **Exclusions** | 38 | To establish a discipline policy |  | √ |  |  |
|  | 39 | To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency) |  | √ |  |  |
|  | 40 | To direct reinstatement of excluded pupils (Can be delegated to chair/vice-chair in cases of urgency) |  | √ |  |  |
| **Admissions** | 41 | To consult annually before setting an admissions policy (but in community and controlled schools only where the LA has delegated this power to the governing body) |  | √ |  |  |
|  | 42 | To consult annually before setting an admissions policy (VA and Foundation schools) | NA | NA |  |  |
|  | 43 | To establish an admissions policy (special schools where pupils do not have a statement) acting with LA | NA | NA |  |  |
|  | 44 | Admissions: application decisions (but in community and controlled schools only where the LA has delegated this power to the governing body) |  | √ |  |  |
|  | 45 | Admissions: application decisions (VA, Foundation and special schools) | NA | NA |  |  |
|  | 46 | To appeal against LA directions to admit pupil(s) (Voluntary, Foundation and special schools; also community and VC schools where LA is the admissions authority) |  | √ |  |  |
| **Religious Education** | 47 | Responsibility for ensuring provision of RE in line with school’s basic curriculum (all schools)  NB this must fall into line with locally agreed syllabus |  | √ |  |  |
|  | 48 | Decision to revert to previous RE syllabus (Foundation Schools except VA of religious character) | NA | NA | NA | NA |
|  | 49 | Decision to provide RE according to trust deed/specified denomination in VA schools with religious character (Foundation and VC schools of religious character at request of parents | NA | NA | NA | NA |
|  | 50 | Decision to provide RE in line with locally agreed syllabus (VA schools – only if parents request it. All other schools not covered in 49 above) | NA | NA | NA | NA |
| **Collective Worship** | 51 | In all maintained schools to ensure that all pupils take part in a daily act of collective worship (after consulting GB) |  |  |  | √ |
|  | 52 | To make application to the advisory councils, SACRE, concerning the requirements for collective worship (schools without a religious character) to disapply (after consulting GB) |  |  |  | √ |
|  | 53 | Arrangements for collective worship (schools without religious character (after consulting GB) |  |  |  | √ |
|  | 54 | Arrangements for collective worship in Foundation schools of religious character, VC or VA schools (after consulting head) | NA | NA | NA |  |
| **Premises & Insurance** | 55 | Buildings insurance and personal liability– GB to seek advice from LA, diocese or trustees where appropriate (it is suggested that the GB as a whole should be involved in this decision) |  | √ |  |  |
|  | 56 | Developing school buildings strategy or master plan and contributing as required to LA Asset Management Planning arrangements (it is suggested that the GB as a whole should undertake this decision) |  | √ |  |  |
|  | 57 | Procuring and maintaining buildings, including developing properly funded maintenance plan |  | √ |  |  |
| **Health & Safety** | 58 | To institute a health and safety policy (in community and VC schools this would be the LA) | √ |  |  |  |
|  | 59 | To ensure that health and safety regulations are followed |  | √ |  | √ |
| **School Organisation** | 60 | To publish proposals to change category of school | √ |  |  |  |
|  | 61 | Proposal to alter or discontinue voluntary foundation or foundation special school | NA | NA |  |  |
|  | 62 | To set the times of school sessions and the dates of school terms and holidays except in community and VC schools where it is the LA | NA | NA | NA |  |
|  | 63 | To ensure that the school meets for 380 sessions in a school year | √ |  |  |  |
|  | 64 | To ensure that school lunch nutritional standards are met where provided by the governing body. |  | √ |  |  |
| **Information For Parents** | 65 | To prepare and publish the school prospectus |  | √ |  |  |
|  | 67 | To ensure provision of free school meals to those pupils meeting the criteria |  |  |  | √ |
|  | 68 | Adoption and review of home-school agreements |  | √ |  |  |
| **GB Procedures** | 69 | To draw up instrument of government and any amendments thereafter | √ |  |  |  |
|  | 70 | To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body | √ |  |  |  |
|  | 71 | To appoint and dismiss the clerk to the governors | √ |  |  |  |
|  | 72 | To hold a full governing body meeting at least three times in a school year or a meeting of the temporary governing body as often may require | √ |  |  |  |
|  | 73 | To appoint and remove community or sponsor governors. | √ |  |  |  |
|  | 74 | To set up a Register of Governors’ Business Interests | √ |  |  |  |
|  | 75 | To approve and set up a Governors Expenses Scheme |  | √ |  |  |
|  | 76 | To discharge duties in respect of pupils with special needs by appointing a “responsible person” in community, voluntary and Foundation Schools | √ |  |  |  |
|  | 77 | To consider whether or not to exercise delegation of functions to individuals or committees | √ |  |  |  |
|  | 78 | To regulate the GB procedures (where not set out in law) | √ |  |  |  |
| **Federations** | 79 | To consider forming a federation or joining an existing federation | √ |  |  |  |
|  | 80 | To consider requests from other schools to join the federation | √ |  |  |  |
|  | 81 | To leave a federation | √ |  |  |  |
| **Extended Schools** | 82\* | To decide to offer additional activities and to what form these should take | √ |  |  |  |
|  | 83 | To put into place the additional services provided |  | √ |  |  |
|  | 84 | To ensure delivery of services provided |  | √ |  |  |
|  | 85\* | To cease providing extended school provision | √ |  |  |  |

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

Glossary Of Terms

Education is a minefield as far as acronyms and abbreviations are concerned!! We hope this guide will help you pick your way through the Ed-speak jungle!

|  |  |
| --- | --- |
| AO | Administrative Officer |
| CPD | Continuing Professional Development |
| CSD | Children’s Services Department |
| CYPP | Children and Young People’s Plan |
| DfES | Department for Education and Skills |
| EBD | Emotional and Behavioural Difficulties |
| ECM | Every Child Matters |
| Ed. Psych | Educational Psychologist (often referred to as EP) |
| ELSA | Early Learning Support Assistant |
| EOTAS | Education other than at school |
| EPS | Education Personnel Services |
| ESL (E2L) | English as a Second Language |
| EWO | Educational Welfare Officer |
| FFT | Fischer Family Trust data |
| FSM | Free School Meals |
| GNVQ | General National Vocational Qualification |
| HIAS | Hampshire Inspection and Advisory Service: Inspectors and Teacher Advisors who assist with the delivery of the curriculum. |
| HLTA | Higher Level Teaching Assistant |
| HMI | Her Majesty’s Inspector: The National Inspectorate for Education |
| INSET | In-Service Education and Training of Teachers |
| ICT | Information Communication Technology: Computers etc! |
| IEP | Individual Education Plan |
| KS | Key Stages within the National Curriculum: Pupils are phased under Key Stages 1,2,3 and 4, the phases ending at the close of the school year in which the child becomes 7,11,14 and 16. Thus KS 1 covers ages 5 - 7, & so on. |
| LA | Local Authority |
| LSA | Learning Support Assistant |
| MFL | Modern Foreign Languages |
| MLD | Moderate Learning Difficulty |
| NC | National Curriculum |
| NCSL | National College of School Leadership |
| NOR | Number on Roll: The total number of pupils on the school’s register |
| NPQH | National Professional Qualification for Headship - a qualification to prepare people for headship |
| NPQICL | National Professional Qualification for Integrated Centre Leaders |
| NQT | Newly Qualified Teacher |
| NVQ | National Vocational Qualification |
| OFSTED | Office for Standards in Education: The agency set up by the Government to administer school inspections. |
| P levels | Pre-levels, used to assess pupils pre-national curriculum achievements. |
| PANDA | Performance and Assessment Data: National data which compares your school’s performance with other comparable schools |
| PPA | Planning, Preparation and Assessment time |
| PSHE | Personal, Social and Health Education |
| QCA | Qualifications and Curriculum Authority |
| QTS | Qualified Teacher Status. |
| RE | Religious Education |
| RI or Reggie | Registered Inspector: The inspector who leads the inspection team in a school. |
| SACRE | Standing Advisory Council on Religious Education |
| SAP | A financial and human resources computer system used by Hampshire County Council |
| SATS | Standard Assessment Tasks: Activities designed to find out what level a child is at in national curriculum subjects. This term is still often used by schools but the correct description is now: End of Key Stage Assessments: Teacher assessments and tests taken by pupils at the end of the key stage 1, 2 and 3 to determine what level each pupil has reached in certain national curriculum subjects. In some cases levels are subdivided into grades A, B & C. |
| SDP | School Development Plan |
| SEF | Self Evaluation Form for Schools |
| SEN | Special Educational Needs |
| SENCO | Special Educational Needs Co-ordinator. |
| SIDNEY | Screening and Identification of Dyslexia in early years: All infant schools in Hampshire are recommended to use this. |
| SIM | School Improvement Manager |
| SIP | School Improvement Plan |
| SLD | Severe Learning Difficulties |
| SMT | Senior Management Team |
| SSE | School Self-evaluation |
| SSIM | Strategic School Improvement Manager |
| SSP | School Strategic Plan |
| TLR | Teaching and Learning Responsibilities |
| WFR | Workforce remodelling |