

Syresham St James CE Primary School



Governing Body Handbook 2018 - 2019



An electronic copy of this handbook can be found on the school website at
www.syreshamprimaryschool.co.uk
on the Governors page

Contents

Introduction, School Mission, Motto and Ethos	Page 3
Vision and Aims	Page 4
The Instrument of Government	Page 6
Core Strategic Functions of the Governing Body	Page 6
List of Current Governors	Page 7
Annual Schedule of Governor Meetings and Business 2018 - 2019	Page 8
Governor Roles and Responsibilities (outline job descriptions)	Page 12
Committees: Terms of Reference and Membership	Page 14
Chair of Governors Job Description	Page 18
New Governor Induction	Page 19
Governor School Visits Policy	Page 20
Governor Code of Conduct on School Visits	Page 21
Code of Conduct for School Governing Boards	Page 22
Pecuniary Interest Declaration Form	Page 25

Introduction

This document explains the general operating procedures adopted by the Governing Body of Syresham St James CE Primary School and should be read in conjunction with the Instrument and Articles of Government and relevant legislation.

The purpose of this document is to assist new governors and current governors in their understanding of the work of the Governing Body of Syresham St James CE Primary School. This document forms part of the induction process for new Governors, in addition to completing the 'New Governors Induction Course' provided by Northamptonshire County Council or through the Brackley cluster of schools. A comprehensive range of Governor training courses are available through Northamptonshire County Council Governor Services, the Peterborough Diocesan Board of Education and the Brackley cluster of schools. All governors are encouraged to attend courses to further their knowledge and interest in a particular area of governance.

Information and guidance for School Governors is available from the Local Authority and from the Diocesan Board of Education via their web pages:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/governors-and-clerks/Pages/support-and-resurces-for-governors.aspx>

<http://www.peterborough-diocese.org.uk/school-governors/school-governors>

Syresham St James is a "Church of England Voluntary Controlled" primary school. This status underpins all that we do in school and the way we nurture our pupils and guide our staff.

Our Christian Ethos, Mission Statement and School Motto are an essential element of all our school policies. Children take part in a Collective Worship every day and there is a Shared Assembly on Wednesday morning to which all Governors are invited. In addition children say a Grace before meals and a Prayer at the end of the day. Governors meetings all start with a Prayer and end with us all saying The Grace together.

School Mission Statement

"Our school provides for all our children, within the framework of a Christian community, the opportunity to learn, to work hard and to value themselves and other people."

School Motto

"Sharing the Caring"

Together we share the caring for all aspects of our children's education and development.

Being a Voluntary Controlled Church school means that:

- We maintain close links with the Church, the Rector and the Assembly Group who are involved in Worship and RE in school.
- We hold informal services in Church and Chapel at key points in the Church Year.
- We mark the major festivals of the Church's year in school as well as in Church and Chapel, through activities, readings, stories, dance and drama in the acts of Worship.
- We draw on the Anglican heritage of prayers and responses in our acts of Worship and try to ensure that the children know at least some of these before they leave school.
- We use Christian symbols in our Worship and in school, and ensure that the children are familiar with such religious symbols in Church.
- We ensure that the Collective Worship contains key elements that we regard as essential components of high quality Collective Worship.

Syresham St James CE Primary School Vision and Aims

Our Vision

Our vision for Syresham CE Primary School is one where aspirations are encouraged and expectations are high. We want to nurture every child who attends this school, and enable them to fulfil their potential. When they leave our school to move on to secondary school, we expect children to be enthusiastic about learning as a lifelong journey and to be prepared to challenge themselves to achieve their full potential. We will equip them with the skills, knowledge and attitudes to learning they need to be resilient and determined to find their place in their local community and in the larger communities of the modern world.

We are ambitious to build on the Outstanding grade awarded to the school at the SIAMS Inspection in September 2016 and the Good grade awarded under the Ofsted framework in May 2017.

Our Aims for the Next 3 Years

Leadership and Management

1. To create a culture of excellence in all that we do and to be uncompromising in this ambition.
2. To be a Governing Body who effectively challenge leadership to drive forward improvement through performance management and by providing critical advice (in areas such as staff and resources, pupil premium policy, PE and Sports Premium spending, and SEN funding).
3. To create an ethos which promotes equality of opportunity and diversity to prevent any form of discriminatory behaviour.
4. To ensure safeguarding is robust and effective.
5. To recognise staff development and well-being as priorities to support both recruitment and retention of excellent teachers and support staff.

Early Years

6. To establish fully integrated Early Years provision for children from the age of 2 to 5 years by establishing a Nursery class under the governance and leadership of the school.
7. To coordinate outstanding Early Years leadership and provision.
8. To embed the creation of a highly stimulating environment that facilitates learning through play.
9. To stimulate imagination, curiosity and concentration as the foundations for lifelong learning.

Pupil Outcomes

10. To ensure that pupils leave school exceptionally well-prepared for the next stage of their education by setting ambitious targets for all, so that the proportion making and exceeding expected progress and attainment is high compared to national levels.

Behaviour, Safety and Welfare

11. To maintain consistently high expectations of behaviour.
12. To create an environment where pupils are freely able to raise concerns around attitudes and behaviour (including online behaviour) in the safe knowledge that rapid and appropriate action will be taken to resolve any concerns they may have.

13. To ensure that each pupil understands and values themselves, including emotional and mental well-being, as well as respecting and valuing their peers and wide society.

Teaching and Learning

14. To support and manage teachers to deliver consistently good quality lessons.
15. To give teachers the means to develop a deep knowledge and understanding of all aspects of the curriculum to allow them to deliver lessons that will challenge and engage pupils of all abilities.
16. To continually monitor and evaluate teaching and learning through lesson observations, assessment data and work in books to ensure progress is being made as rapidly as possible and appropriate for every individual child.

Christian Character

17. To create an environment that reflects our Christian ethos, providing safe, happy and challenging working conditions for all members of the school.
18. To promote the School Values of respect, generosity, courage, love, fairness and forgiveness.
19. To ensure children are able to talk about the school values and the Christian beliefs behind them, and to compare those with their own values.
20. To display the school values throughout the school, in each classroom and outside.
21. To establish a reflection area in school where children can go to allow spiritual development.

Discussed by Governors at a Strategy Planning Meeting on 11th July 2016.

Recommended for approval by the Strategy Committee on 2nd November 2016.

Approved by the Full Governing Body on 18th January 2017

The Instrument of Government dated 1st September 2018

states that the school is a voluntary controlled school and the name of the governing body is:

“The governing body of Syresham St James Church of England School”.

The governing body shall consist of:

- a) **1** Head Teacher
- b) **3** parent governors (to be elected)
- c) **1** staff governor (to be elected)
- d) **1** Local Authority governor
- e) **3** foundation governors
- f) **2** co-opted governors

The total number of governors is **11**

Foundation governors are appointed by the Peterborough Diocese Board of Education

Recognising its historic roots in the provision for education of village boys made by endowments to St James Church Syresham in 1755 and 1773 and as recorded in the school’s Trust Deeds dated 11th October 2001, the school will preserve and develop its religious character in accordance with the principles of the Church of England, which includes respecting other faiths and in partnership with the Church in the parish of Syresham St James the Great and at diocesan level.

The school aims to serve primarily the community of the Parish of Syresham St James and also the surrounding parishes, where parents are seeking a village Church of England school, by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

The Core Strategic Functions of the Governing Body are:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

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

Ensuring financial probity, by:

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

List of Current Governors

Category	Name	Term of office	Responsibilities
PARENT GOVERNOR	Mrs Catherine Clarke	16/11/14 To 15/11/18	Pupil Premium Governor PE / Sports Governor Resources Committee
HEADTEACHER GOVERNOR	Mrs. Kate Clough	n/a	HEADTEACHER Strategy Committee Resources Committee Curriculum Committee
FOUNDATION GOVERNOR	Mrs. Sallie Connery	08/08/2015 To 07/08/2019	RE SIAMS Whistleblowing Resources Committee
LA GOVERNOR	Ms Janet Cox	01/09/2015 To 31/08/2019	CHAIR Safeguarding Health & Safety Resources Committee Strategy Committee
PARENT GOVERNOR	Mr James Ferguson	30/10/17 To 29/10/21	ICT Resources Committee
PARENT GOVERNOR	Mrs Natalie Gosher	30/10/17 To 29/10/21	Science Curriculum Committee
FOUNDATION GOVERNOR	Mrs Paula Green	01/07/15 To 30/06/19	Maths PHSE Curriculum Committee
PARENT GOVERNOR	Mr Ashley Portlock	29/09/2017 To 28/09/2021	Performance Management Chair of Resources Committee Strategy Committee
CO-OPTED GOVERNOR	Mrs Clare Powell	01/09/2015 To 31/08/2019	VICE CHAIR Safer Recruitment, SEN / Inclusion & EYFS Performance Management Strategy Committee Chair of Curriculum Committee
STAFF GOVERNOR	Vacant		
FOUNDATION GOVERNOR	Vacant		
CO-OPTED GOVERNOR	Vacant		

Syresham St James CE Primary School Annual Schedule of Governing Body Business 2018 – 2019 Meeting Schedule and Agenda Items Statutory Policy Reviews in blue			
Half Term	Meeting	Date	
1	FULL BOARD <ul style="list-style-type: none"> • Agenda items brought forward from the July agenda and feedback from Strategy meeting on 17th July • Update and publish the register of pecuniary interests • Elect Chair and Vice Chair for next 12 months • Appoint Governors in Key Roles • Review and confirm committee structures, terms of reference and membership • Agree to publish list of governing body members, associate members and responsibilities on the school website • Publish governors' attendance for 2017 – 2018 on the website, including that of those who have left in the last 12 months • Appoint Headteacher Performance Management panel • Ensure all Governors have completed a DBS check • Agree School Improvement Plan priorities for 2018 / 2019 • Headteacher's Report • Agree schedule for review of statutory policies • Review and adopt the Governors' Code of Conduct • Safeguarding/Pupil Premium/Health and Safety • Governor Business • Confirm Whistle-blowing Policy and Procedures are in place • Review of Equality Policy (every 4 years to be published annually) 	Wed 26 th Sept 2018 at 7.00pm (NB early start because July meeting was cancelled)	
2	STRATEGY GROUP <ul style="list-style-type: none"> • Review terms of reference • Confirm School Improvement Plan priorities and expected outcomes for 2018 - 2019 	Wednesday 17 th October 2018	

	<ul style="list-style-type: none"> • Agree Governor Monitoring Plan for 2018 – 2019 		
2	<p>RESOURCES COMMITTEE</p> <ul style="list-style-type: none"> • Review terms of reference • Elect Committee Clerk / Notetaker • Confirm arrangements are in place for the Headteacher’s Appraisal (Performance Management Governors). • Review and determine Headteacher’s salary based on Performance Management. (backdated to 1st Sept) • Review recommendations from the Headteacher from teacher appraisals and make pay decisions according to the Pay Policy (letters to come from Governing Body) • Budget monitoring • Review R&M Schedule of Works / Asset Management Plan • Health & Safety Policy and Management Plan – JC to advise on changes (Annual) • Teacher’s Pay Policy (Annual) 	October 2018 Date to be agreed (needs to be before deadline for pay decisions)	
2	<p>CURRICULUM COMMITTEE</p> <ul style="list-style-type: none"> • Review terms of reference • Elect Committee Clerk / Notetaker • Headteacher’s matters inc, <ul style="list-style-type: none"> • SIP curriculum priorities • Attendance, Behaviour and Exclusion Review of 2017 – 2018 data • Review of Reception Entry Level Assessment Data / EYFS Baseline • Review of Term 1 data for vulnerable groups (SEN, EAL, More Able, Pupil Premium) • Maths Review • Safeguarding, including e-safety policy (annual) • Inclusion Policy and SEN Information Report (annual) 	November 2018 – date tba	
3	<p>FULL BOARD</p> <ul style="list-style-type: none"> • Receive and scrutinise HT report, to include data headlines and SIP progress update • Review and publish Pupil Premium Impact Statement for 2017 / 2018 • Review Pupil Premium allocation plan for 2018 / 2019 • Review PE and Sports Premium allocation plan for 2018 / 2019 • Receive Committee reports • Receive Governor monitoring reports • Safeguarding / Health & Safety • Governor Business 	Wednesday 16 th January 2019 at 7.30pm	

	<ul style="list-style-type: none"> • Review Admissions Policy (annual) • Review Complaints Policy (annual) 		
3	STRATEGY GROUP <ul style="list-style-type: none"> • Review data from Terms 1 & 2 • Review of progress on SIP Priorities 	February 2019	
4	RESOURCES COMMITTEE <ul style="list-style-type: none"> • Prepare school Budget for 2018 – 2019 for recommendation to Full Board • Budget monitoring • Review insurance arrangements • Review staff structure • SFVS Form for Submission • Statement of Procedures for Dealing with Allegations of Abuse against Staff (annual) • Charging and Remissions (annual) • Capability of Staff (every 2 years) • Staff discipline, conduct and grievances procedures (every 2 years) • Data Protection (every 2 years) 	March 2019	
4	CURRICULUM COMMITTEE <ul style="list-style-type: none"> • Monitor and evaluate teaching and learning • Strategies for improvement • Curriculum developments • English Review • Review of data from Terms 2 & 3 for vulnerable groups (SEN, EAL, More Able, Pupil Premium) • HT Report on provision for pupils with SEND and More Able learners • EYFS (annual) • Assessment and Marking – not a statutory requirement • Collective Worship – not a statutory requirement 	March 2019	
5	FULL BOARD <ul style="list-style-type: none"> • Receive Resources Committee recommendation and agree the school budget for 2019 – 2020 • Receive and scrutinise HT report, to include progress with data headlines and SIP progress update • Receive Early Years report • Receive Committee reports • Receive Governor monitoring reports • Safeguarding / Pupil Premium / Health & Safety • Governor Business, including annual review of governing body effectiveness, succession plan and training needs 	Wednesday 24 th April 2019 at 7.30pm	

	<ul style="list-style-type: none"> • Agree Full Board meeting dates for 2019 / 2020 		
5	STRATEGY GROUP <ul style="list-style-type: none"> • Review of data from Terms 3 & 4 • Review progress against SIP priorities 	May 2019	
6	CURRICULUM COMMITTEE <ul style="list-style-type: none"> • Review of assessment and marking procedures • Review of data submission procedures • SEN Report • ICT Review • Review of data from Terms 4 & 5 for vulnerable groups (SEN, EAL, More Able, Pupil Premium) • <i>Attendance Policy (every 3 years) – not statutory</i> 	June 2019	
6	RESOURCES COMMITTEE <ul style="list-style-type: none"> • Budget monitoring • Audit school fund / parent contribution plan • Review staff job descriptions • Review staff attendance • <i>Teacher Appraisal (annual – in time to start PM cycle in September)</i> 	June 2019	
6	FULL BOARD <ul style="list-style-type: none"> • Receive and scrutinise HT report, to include progress with data headlines and SIP progress update • Receive Subject Leader Annual Reports • Review end of year headline data • Review end of year outcomes against SIP priorities • Review vision and agree priorities for 2019 - 2020 • Receive Committee reports • Receive Governor monitoring reports • Safeguarding / Pupil Premium / Health & Safety • Governor Business 	Wednesday 10 th July 2019 at 7.30pm	

Governor Roles and Responsibilities

Chair

Please see job description below for the responsibilities of the Chair of Governors

Vice-Chair

Presides over full board meetings when the Chair is not available and supports the Chair whenever possible.

Strategy Committee

This group comprises the Chair, Vice-Chair, Headteacher and the Chairs of the Committees. Please see Terms of Reference below.

Resources Committee

Please see Terms of Reference below.

Curriculum Committee

Please see Terms of Reference below

Individual Governor Responsibilities

The role of Governors with responsibility for any one particular area of school life is strategic and Governors should always remember that they are not acting as a teacher, a manager or as an inspector, but as a source of support and challenge to the school.

English Governor

Provides a link between Governors and staff on English, reporting to the Curriculum Committee. Tasks might include;

- Attend in service training devoted to English
- Be aware of the English curriculum requirements and of the school's strategy for teaching the English curriculum in school
- Meet termly with the English coordinator in school to discuss how the strategy is being delivered
- Having agreed a focus for monitoring with the English coordinator, visit school to observe English being taught in the classroom (see below for Governor Visits to School policy).
- Present an annual report based on your monitoring visits to the Curriculum Committee.
- Ask about resources allocated to English from the school budget.
- Be involved in any English-focused events in school, including curriculum evenings for parents.

Maths Governor

Provides a link between Governors and staff on Maths, reporting to the Curriculum Committee. Tasks might include;

- Attend in service training devoted to Maths.
- Be aware of the Maths curriculum requirements and of the school's strategy for teaching the Maths curriculum in school.
- Meet termly with the Maths coordinator in school to discuss how the strategy is being delivered.
- Having agreed a focus for monitoring with the Maths coordinator, visit school to observe Maths being taught in the classroom (see below for Governor Visits to School policy).
- Present an annual report based on your monitoring visits to the Curriculum Committee.
- Ask about resources allocated to Maths from the school budget.
- Be involved in any Maths-focused events in school, including curriculum evenings for parents.

RE Governor

Provides a link between Governors and staff on RE teaching and learning and on Collective Worship, reporting to the Curriculum Committee and to the Full Governing Body. Tasks might include;

- Attend in service training devoted to RE, Ethos, SMSC and School Values.

- Be aware of the RE and SMSC curriculum requirements and of the school's strategy for teaching these curriculums in school.
- Meet termly with the RE coordinator in school to discuss how the ethos is being delivered.
- Visit school to observe RE being taught in the classroom (see below for Governor Visits to School policy) and Collective Worship in school, chapel or church.
- Present an annual report based on your monitoring visits to the Curriculum Committee.
- Ask about resources allocated to RE from the school budget.
- Be involved in any RE or Values events in school.

SEN Governor

Provides support to the SENCo and oversees the SEN policy and practice in school. This role involves;

- Understanding how the responsibilities for SEN provision are shared within the school
- Being familiar with the Inclusion Policy and involved in its review and development, ensuring that the Inclusion Policy is linked to the School Improvement Plan and budget setting process.
- Meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs
- Observe what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

Safeguarding Governor

Monitors the Safeguarding and Child Protection Policy and practice within school, assists the school Designated Safeguarding Lead and would liaise with the Local Authority Safeguarding Board in the event of an allegation made against the Headteacher. This role involves;

- Carry out termly monitoring visits to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met (see below for Governor Visits to School policy).
- Ensure that the safeguarding and whistle blowing policies are in place and that staff are appropriately briefed and trained in their implementation and use.
- Ensure there is a suitably qualified, trained and supported Designated Safeguarding Lead member of staff who has responsibility for responding to and overseeing safeguarding issues.
- Attend basic safeguarding awareness training for Governors every 3 years and other training as appropriate to the role and relevant issues within the school / locality (i.e. Prevent , FGM)
- Complete training in respect of allegations against staff.
- Ensure other Governors attend appropriate safeguarding awareness training,
- Have oversight of the single central record and ensure it is up to date and maintained in line with guidance.
- In consultation with the Designated Safeguarding Lead, conduct Pupil Voice interviews annually to assess how safe pupils feel in school.
- Have oversight of the E-Safety Policy and how that is delivered in school.
- Provide a verbal report on safeguarding matters to every meeting of the Full Board (this might cover training, themes, issues Governors should be aware of).
- Provide an annual written report to the Full Board.

Safer Recruitment Governor

Involved in all aspects of recruiting staff to ensure that safer recruitment process is followed. This role involves;

- Completing accredited Safer Recruitment training
- Ensuring interview panels are convened appropriately and safer recruitment practices are followed at all stages of the process.

Looked After Children (LAC) Governor

Acts as a champion for LAC in school and ensures that policy and practice supports them. This role does not include having any direct involvement with the children themselves. The LAC Governor should meet termly with the Headteacher to understand the answers to the following questions;

- Which children in the school are looked after?
- Who should know?
- What is done with information about looked after pupils?
- How is information recorded?
- How are looked after pupils consulted about what they want other pupils and teachers to know about them and why they are in care?
- Who in school has an overview of their educational needs and progress?
- Who is responsible for liaising with Children's Services and ensuring that school has relevant information about the child's care history?
- How do the school's policies and ways of working ensure that looked after pupils will be given the same opportunities and encouragement as other pupils?
- What training do the school's staff and governors need to help them understand and meet the needs of children in care?
- How do test scores, attendance, exclusion rates etc for looked after children, as a discrete group, compare with those of other pupils?
- Who will draw up an educational plan for the child when he/she enters the school, and monitor progress?
- How does the school communicate with foster families and residential children's units?
- Are looked after children supported to enable them to participate in out of school/extra curricular activities?

The LAC should present an annual report to the Full Board of Governors to include information based on each of the questions listed above.

Pupil Premium Governor

Acts as a link between Governors and staff on Pupil Premium, reporting to the Resources Committee. This role involves;

- Being aware of the amount of the school's allocation from the pupil premium grant in respect of the current academic year.
- Being aware of how many pupils on the school roll attract Pupil Premium or Ever 6 funding.
- Meeting termly with the Headteacher to discuss plans for how the allocation will be spent and monitor the impact of the expenditure on the educational attainment of those pupils in respect of whom it was allocated.
- Report verbally to the Resources Committee.
- Present an annual Pupil Premium report and statement for publication on the school website to the Full Board of Governors.

ICT / e-Safety Governor

Gives advice and support to the school with regard ICT issues. This role involves;

- Monitoring the policy and practice in relation to ICT and e-Safety in school (see below for Governor Visits to School policy and pro forma).
- In consultation with the Headteacher, conducting Pupil Voice interviews to monitor how children respond to their e-Safety learning.
- Having oversight of ICT resourcing and budget allocation.

COMMITTEES

1. STRATEGY COMMITTEE

Chair	Ms Janet Cox
	Mr Ashley Portlock
	Mrs Clare Powell
	Mrs Katherine Clough

Terms of Reference

Membership

- ✓ Membership shall consist of a maximum of six governors to include the Chair, Vice Chair and Committee Chairs plus the Headteacher or chosen representative.
- ✓ The Committee shall have such co-opted non-voting members, as the governing body shall appoint. The Committee may make recommendations for these appointments.

Quorum

- ✓ The quorum shall be 3 governors and one must be the Headteacher or chosen representative.

Meetings

- ✓ The committee shall meet three times a year or otherwise as required.

Terms of Reference

1. To advise the Full Governing Body on matters relating to the strategic leadership and governance of the school, and to make recommendations on policy and procedure as appropriate.
2. To work in partnership with the staff leadership team to determine and deliver a long-term, aspirational vision for the school.
3. To decide and draw up the strategic priorities of the school with the staff leadership team.
4. To regularly review and recommend to the Full Governing Body the school's Self Evaluation and Improvement Plan.
5. To oversee a schedule of Governor monitoring of the School Improvement Plan and ensure that regular progress reports are brought to the Full Governing Body.
6. To monitor standards of attainment of the pupils and challenge the school to drive up standards in line with the School Improvement Plan.
7. To monitor the school's performance against other schools both locally and nationally.
8. To carry out specific areas of work relating to the leadership and governance of the school, as delegated by the Full Governing Body e.g. reconstitution, governor health check, audit of governance.
9. To make provision for Governor training and development as required by the results of regular skills audits.
10. To exercise the duty of care of the Governing Body for the well-being of the Headteacher and staff team.

These Terms of Reference were reviewed and approved by the Full Governing Body on (29th Sept 2015)

They will next be reviewed in November 2017

2. RESOURCES COMMITTEE

Chair	Mr. Ashley Portlock
	Mrs Catherine Clarke
	Mrs Kate Clough
	Ms Janet Cox
	Mrs Sallie Connery
	Mr James Ferguson

Terms of Reference

Membership

- ✓ Membership shall consist of a minimum of four governors plus the headteacher or chosen representative.
- ✓ The Committee shall have such co-opted non-voting members, as the governing body shall appoint. The Committee may make recommendations for these appointments.

Quorum

- ✓ The quorum shall be 3 governors and one must be the Headteacher or chosen representative.

Meetings

- ✓ The committee shall meet four times a year or otherwise as required.

Terms of Reference

1. To provide guidance and assistance to the Governors and Headteacher in all matters relating to budgeting and finance.
2. To prepare and review all policies relating to financial matters. To consider long term planning and resourcing.
3. To consider each year's school development plan priorities and assess the financial implications.
4. To present an annual budget to the Governing Body for approval, incorporating school development plan requirements.
5. To monitor the income and expenditure of all public funds, viring funds according to need within the total budget figure, and reporting the financial situation to Governors each term.
6. To agree the level of delegation to the Headteacher for the day-to-day financial management of the school.
7. To appoint an auditor and to ensure the audit of non-public funds for presentation to the Governing Body.
8. To receive and where appropriate respond to periodic audit reports of public funds.
9. To draft and keep under review the staffing structure in consultation with the Headteacher
10. To oversee the appointment procedure for all staff.
11. To oversee the process leading to staff reductions
12. To keep under review staff work/life balance, working conditions and well-being including the monitoring of absence.
13. To make and/or consider recommendations on all personal relating expenditure and where appropriate report to the full governing body.
14. Ensure that statutory policies, relevant to the school, have been reviewed, approved and incorporated.

NB: The Headteacher Performance Review Group will be formed by governors who have received the appropriate training

Financial Delegation of authority

Who	Authority
Bursar	<£500
Bursar with Head Teacher	£500 - £2000
Bursar Head & Finance Committee approval 2 quotes	£2000 - £10,000
Bursar, Head and Full board approval 3 quotes	>£10,000

Personnel disqualification;

Any person employed to work at the school other than as the Headteacher, when the subject for consideration is the pay or performance review of any person employed to work at the school.

3. CURRICULUM COMMITTEE

Chair	Mrs. Clare Powell
	Mrs Paula Green
	Mrs Kate Clough
	Mrs Natalie Gosher

Terms of Reference

Membership

- Membership shall consist of four governors plus the head teacher or chosen representative.

Quorum

- The quorum shall be 3 governors and one must be the head teacher or chosen representative.

Meetings

- The committee shall meet at least once every long term.
- Unfinished business should be carried over to the next meeting or an extra meeting scheduled.
- Agendas should be circulated at least one week in advance of the meeting and minutes produced as soon as possible after a meeting to be agreed at the next meeting.
- A report of the meeting should be given to the next Full Board.

Terms of Reference

- To advise the Governing Body that the school provides a broad and balanced curriculum in line with the requirements of the National Curriculum, ensuring that subjects are assessed and recorded and submitted in line with national requirements.
- To ensure that the Inclusion Policy is being adhered to and that a policy for disapplication is in place.
- To ensure the School's Improvement Plan is being kept up to date and has been contributed to by governors through questioning and other support as required.
- To review the school's practices for monitoring and evaluating the quality of teaching and learning.
- To oversee arrangements for individual governors to take a leading role in specific areas of provision, e.g. English, Maths, Inclusion and e-Safety. To receive regular reports from them and advise the Governing Body.
- To review data relating to target setting and improvement in performance of students, the procedures and the strategies for aiding that improvement and setting the school's performance targets at Key Stages 1 and 2.
- To monitor the school's progress in meeting current OFSTED School Improvement Targets.
- To ensure that quality daily worship is taking place.
- To ensure that attendance figures are kept.
- To ensure all policies related to statutory provision are reviewed regularly and are implemented. Policies are:

a. Safeguarding (annual)	l. Drugs & Alcohol (3 yearly)
b. Inclusion (annual)	m. Homework (3 yearly)
c. Collective Worship (3 yearly)	n. Spiritual, Moral and Cultural (3 yearly)
d. Religious Education (3 yearly)	o. PHSE (3 yearly)
e. Sex Education (3 yearly)	p. Pupil Premium (annual)
f. Complaints (3 yearly)	q. Home School agreement (bi-annual)
g. Admissions (annual)	r. EYFS (annual)
h. Attendance (3 yearly)	s. Supporting Children with Medical Conditions (3 yearly)
i. Behaviour, principles(3 yearly)	t. e-Safety (3 yearly)
j. Assessment and reporting(annual)	
k. Bullying (3 yearly)	

Job Description – Chair of Governors

Post: Reports to:	Chair of Governors The Governing Body
Purpose:	To lead the governing body and to ensure that it meets all its statutory responsibilities.
Responsibilities:	<ul style="list-style-type: none"> ✓ to make sure that the governing body's affairs are conducted in accordance with the law; ✓ to report any urgent action taken on behalf of the governing body, making sure it is fully explained and supported - Chairs (and Vice Chairs in the Chair's absence) have no special power to take decisions on behalf of governors unless there has been a resolution of the whole governing body to delegate a specific authority. However, they do have the power to take action if the matter is urgent and if it concerns one of the functions that can be delegated. Any urgent action the Chair or Vice Chair takes on behalf of the governing body should be reported at the next meeting; ✓ to ensure that meetings are run effectively - making sure that they start and finish on time, that agenda items are properly introduced, that people are encouraged to contribute and that decisions are taken when necessary and minuted; ✓ to help the governing body work as a team - by recognising and using people's strengths, delegating effectively, clarifying objectives and using the whole governing body by creating committees and small groups to develop new ideas, work out plans of action and to cover contentious or difficult areas of planning. ✓ to define, with the governing body, a clear understanding of the roles of the Chair, Vice Chair, the other governors and the professionals within the school; ✓ to work with the Head - be available to the Head, make time to listen to concerns and give constructive advice, talk through disagreements before governing body meetings, work together on effective school policies; ✓ to carry out any duties delegated by the governing body, be seen in school regularly, attend school functions or make sure another governor represents them, work with the LA, be accessible to other governors, staff and parents, meet governors from other schools; ✓ to use time effectively, their own and other people's - plan the year's cycle of meetings and a timetable for action and reports - plan for effective meetings; ✓ to make it clear that all governors must accept collective responsibility for decisions taken at governors' meetings.
Skills:	<ul style="list-style-type: none"> ✓ Leadership ✓ Team building ✓ Good communicator ✓ Good listener ✓ Ability to organise

New Governor Induction

When a new governor's name and address is forwarded to The Local Authority Leadership and Governance Team, they are sent a governor welcome pack as soon as possible. The welcome pack includes information to help new governors understand their role, the current training programme and an invitation to the rolling programme of recommended induction training for new governors.

In addition to this every new governor is given:

- The Governing Body Handbook
- The school prospectus
- The School Improvement/Development Plan and / or the School Ofsted Action plan or RAP as appropriate
- Access to Governor Hub – an online resource where the Governing Body stores and shares all its documentation including meeting papers, policies and guidance.

New governors are encouraged to become actively involved as soon as possible in the business of the Governing Body. Please do not hesitate to ask questions during meetings or for explanations of unfamiliar anachronisms and jargon.

Training

The school sets aside a sufficient amount from their Standard Fund allocation to support governor training during the year. Northamptonshire County Council offers a range of training courses and useful information to be found on:

<http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/governors/pages/default.aspx>

It is acknowledged that well informed governors do make a difference. Under the new Common Inspection Framework introduced in September 2015, OFSTED now assess the effectiveness of governance as part of leadership and management, therefore all the money allocated to support governor development is an important investment and we would encourage all governors to take advantage of the many and varied courses that are offered by NCC throughout the year.

The school also buys into a training package offered by the Diocesan Board of Education at Gold Level. Training is available through this package for school staff and for Governors.

Training for Governors is also available locally through the Brackley cluster of schools. Mrs Wendy Willie is the Clerk for the Syresham Board of Governors and can be contacted at wendyw2009@hotmail.co.uk.

Governors School Visits Policy

Governing bodies have a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum. Monitoring visits to the classroom is one of the ways in which this can be achieved

We encourage the governors to visit school during the working day in connection with their responsibilities. This Policy should be read in conjunction with the “Parents & Helpers in School” Policy.

All governors may need to undergo a DBS (Disclosure and Barring Service) check before they undertake visits to school.

Purposes for Visits

- ❖ To recognise and celebrate success.
- ❖ To develop relationships with the staff.
- ❖ To get to know the children.
- ❖ To recognise different teaching styles.
- ❖ To understand the environment in which teachers teach.
- ❖ To see policies in action.
- ❖ To inform decision making.
- ❖ To find out what resources are needed and prioritise them.
- ❖ To see Aims of the School in action.
- ❖ To focus on aspects of the school development plan.
- ❖ To inform other governors.

IT IS NOT ABOUT:

Visits to classrooms are **not a form of inspection** in terms of making judgements about the professional expertise of the teacher. That remains a task for the head and/or other education professionals. So, the sort of actions that are **not acceptable** include the following:

- ❖ Making judgements about the quality of teaching.
- ❖ Checking on the progress of own children.
- ❖ Pursuing personal agendas.
- ❖ Monopolising teachers time.
- ❖ Arriving with inflexible pre-conceived ideas.
- ❖ Interrupting, giving ideas or suggestions during teaching time.

Protocols to be observed

	<i>ALWAYS</i>	<i>NEVER</i>
BEFORE	Agree purpose of visit with governing body. Arrange details of visit with Headteacher and class teacher. Discuss the context of the lesson to be observed	Turn up unannounced
DURING	Observe class rules Fulfil agreed purpose	Walk in with a clipboard Interrupt the class teacher Distract children whilst they are working
AFTER	Thank the teacher and pupils Discuss observations with teacher and Headteacher Complete governor visit form Feed back at next governor meeting	Leave without a word Name individual children during feed back discussions

CODE OF CONDUCT FOR GOVERNORS ON SCHOOL VISITS

School visits by Governors are an essential part of the Governor's monitoring role. Visits are productive when they are well structured and have a focus that relates to the school development planning and monitoring process. It is important to recognise that visits can be stressful for both staff and Governors unless everyone understands clearly what is expected of them. Building trusting and professional relationships are the key to ensuring that visits are a valuable experience for all concerned.

1. A programme of Governor visits will be drawn up in consultation with the Headteacher and staff
2. A visit should have a clear purpose, date, and time, and be negotiated with the named member of staff concerned.
3. Governors should be given sufficient background information so that they can make the visit as successful and positive an experience as possible.
4. Governors will be expected to register that they are on site, as do all visitors to school.
5. In the case of classroom visits, Governors should make arrangements to meet with the classroom teacher before the lesson, so that they can know what kind of approach would be appropriate in the particular circumstances.
6. Always thank the teacher afterwards, pointing out what you appreciated about the class and the lesson; if possible, discuss your visit with the Headteacher before leaving the school. They will help you put your experience into context.
7. Take advantage of opportunities to talk to pupils and staff informally.
8. Remember to maintain confidentiality at all times – be aware that you may inadvertently overhear professional conversations relating to individual pupils or members of staff.
9. Report back to the Governing Body either verbally or in writing so that the monitoring is formally recorded in the minutes as:-
 - when and why the visit took place; and
 - observations relevant to the function and policies of the Governing Body

Code of Conduct for School Governing Boards

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

The governing board has the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

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

Ensuring financial probity, by:

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

As individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and the role of the headteacher.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing board.

- We will actively support and challenge the headteacher.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing board and agreed with the headteacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training.
- We accept that in the interests of open government, our names, terms of office, roles on the governing body, category of governor and the body responsible for appointing us will be published on the school's website. We also accept that a record of our attendance at meetings and the Register of our Business Interests and any other material interests arising from relationships between us as a governing body or between us and members of the school staff, will be published on the school website in accordance with statutory guidance issued in August 2015.

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the headteacher, staff and parents, the local authority and other relevant agencies and the community.

Confidentiality

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

Conflicts of interest

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

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

The Seven Principles of Public Life

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

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

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

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

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

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

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.

Adopted by the governing board of Syresham St James CE Primary School in September 2016 and to be reviewed in January 2018.

The **Pecuniary Interest declaration** form below needs to be completed, signed and returned to the Clerk at the start of each academic year.



Syresham St James CE Primary School Register of Governor Business Interests

All schools are required to maintain a register of business interests of members of the governing body.

Governors are required to divulge areas where they have or could have any direct or indirect pecuniary or personal interest in any contract, proposed contract or other matter affecting the school.

A governor shall be treated as having indirectly a pecuniary interest in a contract or other matter if, he/she is in the employment of a person, or a company or other body, which has or could have, any direct interest in any matter of the governing body.

In the case of married persons the interest of one spouse shall be deemed to be also the interest of the other.

If a governor has any pecuniary interest in any matter under consideration at a meeting of the governing body, he/she should disclose that fact and not take part in the discussion, or vote on any issue. Where appropriate, governors should withdraw from the meeting.

There are many social connections, such as friends and relations, membership of clubs, societies or trade unions that can sometimes influence governors' judgements. These should be declared at the appropriate time.

Any employee of the school, other than the Headteacher, must withdraw from a meeting which considers the pay or appraisal of other employees of the school.

Confidentiality – (as written in the Northamptonshire County Council's School Governor Code)

"I agree to respect the confidentiality of those items of business which the Governing Body may from time to time decide should remain strictly confidential. I also agree to resist any temptation or outside pressure to use the position of Governor to benefit myself or other individuals or agencies."

Name
Business Interest
Any other Interest

If none please say so.

Signed.....

Date.....

This form must be completed by all governors and returned to the clerk for inclusion in the Minute Book.