



# Lostock Hall Academy

## Educating the Future

### GOVERNING BODY TERMS OF REFERENCE

Version 2.3

Related Documents:

Lostock Hall Academy Trust: Memorandum and Articles of Association

Department for Education: Governors' Handbook

Charity Commission: The Essential Trustee – What You Need to Know

National College for Teaching and Leadership: Leading Governors – The Role of the Chair of Governors  
in Schools and Academies

Companies House: Directors and Secretaries

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## VERSION HISTORY

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1.0	01.08.2011	Carried forward from LCC
2.0	25.09.2014	Complete re-write by Sharon Hurst
2.1	17.09.2015	1.3.4 – documents to be circulated in paper format 1.3.5 – cluster training added 2.1 – removal of reference to Standards and Effectiveness Committee (SEC) 2.3.4 – removal of terms of reference for the SEC 2.4.1 bullet point 5 – removal of referral of pay decision to the Performance Related Pay Committee 3.11.3 – link governor visits twice per year Appendix B – removal of SEC
2.2	20.10.2015	All references to Pupil and Staff Welfare Committee amended to Student and Staff Welfare Committee All references to pupil changed to student, where appropriate
2.3		Addition of Staffing Review Committee

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## **SECTION 1 - GENERAL**

### **1.1 Introduction**

The aim of this document is to give Members of the Academy Trust, Governors, staff and parents an indication of how the Members of the Academy Trust and Governors at Lostock Hall Academy hope to fulfil their responsibilities to the school. It is NOT a summary of their legal responsibilities, which are laid down in the Governors Handbook, as published by the Department for Education.

It identifies the Terms of Reference of committees and any working parties that have been established and lists any special responsibilities for individual Governors, with suggestions how they might carry them out. In general, committees are delegated to make and take decisions on behalf of the Governing Body whereas working parties are expected to meet to make recommendations to a full Governing Body meeting.

The Governing Body manages the Academy on behalf of the Members of the Academy Trust. The key responsibilities are to:

- ensure the quality of educational provision;
- challenge and monitor the performance of the academy;
- manage the Academy Trust's finances and property; and
- employ staff.

### **1.2 The Academy Trust**

Lostock Hall Academy was established as an Academy Trust on 1 August 2011, converting from Lostock Hall Community High School under the Academies Act 2010. The Academy Trust is a company limited by guarantee and an exempt charity. The company's Memorandum and Articles of Association is the primary governing document of the Academy Trust. In accordance with the Memorandum and Articles of Association the Trust is made of seven members.

#### **1.2.1 Membership of the Trust**

The Academy Trust consists of:

- Chair of Governors
- Vice-chair of Governors
- Chair of Financial Management Committee
- Chair of Academic Achievement Committee
- Chair of Student and Staff Welfare Committee
- Headteacher
- 1 non Governing Body Member

#### **1.2.2 The Role of Members of the Academy Trust**

The Members have accountability for ensuring that the Academy Trust meets the stated purpose for which it exists as set out in the Memorandum and Articles of Association. They expect to meet formally once each year at an Annual General Meeting. The main purpose of this meeting is to receive the Trust's accounts.

### **1.3 The Governing Body**

#### **1.3.1 Membership of the Governing Body**

The constitution of the Governing Body is set out in the Memorandum and Articles of Association. It consists of 20 members as follows:

10 Community Governors  
6 Parent Governors  
3 Staff Governors  
1 Headteacher (ex officio)

Community Governors will be appointed on a skills basis to complement the existing Governing Body and to meet any identified skills gaps. Recruitment may be dealt with in any or all of the following ways:

- retaining the valuable skills of a no longer eligible Parent Governor;
- school Newsletter;
- School Governor One Stop Shop; and/or
- direct approach to an organisation or individual who may provide the required skills.

Parent Governors will be appointed on the same basis as is currently in place for maintained schools, following the procedures as set out in the Governors Guide to the Law.

Staff Governors will be appointed on the basis of self-nominations from staff and, if necessary, an election process.

No person, who is, or who becomes disqualified from being a governor in accordance with the School Governance (Constitution) Regulations 2012 or who is disqualified from being a company director may continue or accept the position of governor or trust member.

### 1.3.2 The Role of Governors

The Governors are the Directors of the charitable company for the purposes of company law and act as Trustees for the purposes of charities legislation. Governors as Directors are responsible for the formulation of policy, financial management, and holding the school to account for the delivery of the academy's objectives. The responsibilities of Governors as Directors and Trustees is determined by statute.

Governors will normally meet as a Governing Body at least once each term. The Governing Body's main focus will be on maintaining and improving the high standards of education and behaviour in the school; monitoring its performance and providing challenge; overseeing the school's financial and property management; employment of all staff on behalf of the Trust. Governors do not run the school; that is the responsibility of the Head and the staff. Governors set the direction and the strategy of the school and hold the Head and other members of the Senior Leadership Team to account.

Governors will be expected to:

- set the general strategy and vision of the school, its aims and aspirations;
- be advocates and ambassadors for the school.
- agree a budget annually and remain well briefed on the school's financial position;
- agree annually a School Development Plan. Oversee the school curriculum and agree any significant changes to the broad, balanced and relevant curriculum offered;
- set appropriate targets for the school;
- agree staffing numbers and take part in the appointment of senior staff, as appropriate;. However, Agendas, papers and Minutes of Governing Body meetings are publicly available on request.
- attend regularly meetings of committees or working parties, as agreed;
- take a particular interest in one or more departments/subjects in the school in order to act as a spokesperson/advocate if necessary and take a strategic part in any Departmental Review;
- declare any pecuniary interest in any item under discussion – and withdraw from active participation in any decision-making regarding this item;
- help determine the Agenda by speaking with the Chair/Clerk to raise items **at least** two weeks before meetings. Any items of other business should only be raised in unforeseen circumstances and by notification to the Clerk before the start of the meeting;
- help maintain the ethos on which the school has been founded;
- ensure that the Headteacher has appropriate, challenging and regular performance management reviews;
- be the arbiter in disputes or complaints from staff, students or parents;
- determine the Published Admission Number and make decisions regarding admissions policy;
- agree an appeals process for admissions;
- determine, implement and review a staff Pay Policy, including performance related pay;
- agree and monitor a policy on Child Protection and Safeguarding;
- institute a fair exclusions procedure and an appeal process;
- ensure that documents are prepared for an Annual General Meeting of the Trust Members;

- ensure that the Annual Report and Financial Statements are prepared and appropriately audited;
- ensure that all financial and other documents which may be required by the Department for Education are prepared and returned efficiently and punctually;
- approve and evaluate educational visits;
- review all school policies and significant policy changes; and
- hold the Headteacher to account.

It is vitally important that the Headteacher is held to account. As an Academy the school is independent of the Local Authority and there is no safety net other than the Governing Body. Governors will need to ask probing questions of the Headteacher and obtain professional help in the Headteacher's performance management. Governors must also ensure that the Senior Leadership Team are all appropriately challenged by the Headteacher and that they have robust and challenging performance management reviews.

### 1.3.3 Election of Chair and Vice Chair

Every year at the final meeting of the academic year in the Summer Term the Governing Body will elect a Chair and Vice for the following academic year. The election will be in accordance with the procedure set out in Appendix A.

### 1.3.4 Full Governing Body Meetings

At least one, full Governing Body meeting is held each term. The quorum for these meetings will be one third of the current membership. They are normally held at 6pm on a Wednesday in the school for a duration of a maximum of 3 hours. All Governors are expected to attend but if they are unable to attend a particular meeting they should inform the Clerk, the Headteacher or another Governor who will present their apologies for consideration at the meeting. The Agenda and papers relevant to the meeting will be sent out by the Clerk two weeks prior to the meeting. The information will be sent both by email and by paper. Governors should endeavour to read all the documentation prior to the meeting and come to it prepared with any questions or comments.

Governing Body meetings are normally also attended by members of the Senior Leadership Team who may take part in any discussions, but do not have voting rights. Members of the Academy Trust who are not governors are welcome to attend and contribute but do not have a vote. When appropriate the Headteacher/Chair may invite other members of staff or representatives from other organisations to attend part of the meeting, and they also will not have any voting rights.

The details of voting rights are set out in the Memorandum and Articles of Association.

The following items must be considered by the full Governing Body and cannot be delegated to a committee for approval:

- constitutional matters;
- appointment, suspension or removal of governors;
- appointment, suspension or removal of the Chair and Vice-chair;
- appointment or removal of the Clerk;
- establishing committees of the Governing Body and their terms of reference;
- determination of matters to be delegated to committees of the Governing Body;
- approval of the School Budget; and
- appointment of the Headteacher and any Deputy Headteachers.

### 1.3.5 Training

In order to fulfil their responsibilities Governors will need to participate in formal training in addition to personally developing their knowledge of educational matters. This training may include any of the following forms:

- training courses provided by the local authority;
- cluster training;
- online training through GEL; and
- in house training.



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## SECTION 2 – COMMITTEES AND WORKING PARTIES

### **2.1 Introduction**

In order to effectively carry out its role the Governing Body's functions will be considered, where appropriate, by three primary committees;

- Academic Achievement
- Financial Management
- Student and Staff Welfare

A summary of the primary committee structure and areas of responsibility is included in Appendix B.

In addition, 2 further secondary committees will also be convened during the year;

- Headteacher's Performance Management Committee
- Performance Related Pay Committee

A number of other ad hoc committees will be convened as circumstances require;

- Appeals Committee
- Complaints Committee
- Disciplinary and Dismissal Committee
- Grievance Committee
- Student Discipline Committee

It may also be necessary from time to time to establish working parties to consider specific matters that may arise. The difference between a committee and a working party is that committees are empowered to make decisions on behalf of the Governing Body whereas working parties make recommendations to the Governing Body. Committees report their decisions and working parties their recommendations to the next full Governing Body meeting.

Membership of committees and working parties shall be firstly determined by governors skills and secondly by choice. Governors are expected to be a member of at least one of the three main committees. Ad hoc committees and working parties are formed as and when required.

### **2.2 Terms Applying to All Committees**

Membership of all committees must be at least 3 members of the Governing Body and at least 3 members must attend for the meetings to be quorate. Each committee should elect a Chair and Clerk at the final meeting of the academic year in the Summer Term to be effective for the following academic year.

Each of the primary committees will meet at least once each term. The meetings will be minuted and the draft minutes presented at the next full Governing Body Meeting. Appropriate records will be kept of the meetings of both secondary committees and minutes will be taken at all ad hoc committee meetings. The records and minutes for secondary and ad hoc committees will not be circulated to the Governing Body beyond the committee due to their confidentiality, unless they form part of the evidence for an appeal hearing.

### **2.3 Primary Committees**

#### **2.3.1 Academic Achievement Committee**

The main purpose of this committee is to review the curriculum provision of the academy and the academic achievements of students. Members will need to have an awareness of current curriculum provision and national trends. Members should also be aware of key educational performance indicators and be able to interpret data on achievement.

The responsibilities of this committee include;

- consideration of the academic curriculum being taught at the academy to offer the best potential outcomes for students;
- reviewing and monitoring progress towards the targets set in accordance with current DfE requirements;
- evaluating academic outcomes, including against the schools targets, past performance and national comparisons;
- establishing explanations should outcomes fall short of those achievable and overseeing action taken to address the issues;
- ensuring equal opportunities for all students;
- monitoring the impact of identified funding to support disadvantaged students;
- monitoring the impact of SEND provision in maximising outcomes for students;
- evaluating the quality of teaching and learning;
- monitoring measures taken to improve the quality of teaching and learning;
- consideration of the contribution of homework to academic achievement; and
- ensuring that any matters that have significant financial implications are referred to the Financial Management Committee.

### 2.3.2 Financial Management Committee

The main purpose of this committee is to review the management of all aspects of the academy with financial implications. The scope of this committee will include, funding, expenditure, premises, staffing costs, and audit. Members should at least have reasonable experience of financial management if they do not have a suitable qualification.

The responsibilities of this committee include:

- reviewing and recommending for approval the Academy's budget;
- ensuring completion of the EFA Value for Money Statement;
- reviewing planned and actual expenditure of identified funding such as pupil premium;
- ensuring sound financial procedures are in place to prevent errors and fraud;
- monitoring the academy's income and expenditure on a monthly basis and reviewing the financial position at each meeting;
- considering recommendations from other committees that have financial implications;
- annually reviewing the Charging and Remissions Policy;
- reviewing plans to ensure the maintenance of the premises in a safe condition;
- monitoring bids for capital funding, and if successful the expenditure of such bids in accordance with the terms of the agreement;
- ensuring that the academy's financial procedures are in accordance with the funding agreement, the current Academies Financial Handbook and DfE guidance;
- ensuring the Academy complies with Companies House and HMRC requirements;
- monitoring the performance of the appointed accountants and auditors;
- reviewing and monitoring staffing levels and costs to ensure these are in line with the Academy's student numbers and will attract the best staff in comparison to other local schools;
- ensuring that sufficient funds are available to meet performance related pay determinations;
- reviewing and recommending for approval by the full Governing Body any annual pay awards;
- monitoring the role of the Responsible Officer and receiving regular reports for review; and
- co-operating with the accountants and auditors to enable accurate completion of the accounts by the due dates.

### 2.3.3 Student and Staff Welfare Committee

The main purpose of this committee is to review the welfare provisions for students and staff at the Academy. The scope of this committee will include, child protection, pastoral care, attendance, behaviour, admissions and exclusions in respect of students, absence, conduct, personnel procedures, CPD and wellbeing of staff, and health and safety, equality and accessibility for all. The Child Protection, Disadvantaged Students, SEND and Health and Safety link governors should be members of this

committee.

The responsibilities of this committee include:

- reviewing safeguarding procedures in the academy to ensure they meet legal requirements and are effective at keeping children safe;
- reviewing the Child Protection Policy and recommending its approval to the full Governing Body;
- ensuring that a comprehensive Single Central Register is maintained at all times;
- reviewing the pastoral care system within the Academy to monitor its effectiveness in promoting child development;
- reviewing procedures for maximising attendance and ensuring that poor attendance is effectively addressed;
- monitoring the systems in place at the Academy to promote and reward good behaviour, and to manage and address poor behaviour;
- monitoring the impact of additional funding in improving the personal development of disadvantaged students;
- reviewing the procedures and policies for dealing with admissions and appeals, and recommending the Admissions Policy for approval by the full Governing Body;
- approval of educational visits and evaluating their contribution to student achievement;
- monitoring the level of exclusions and reviewing action taken to reduce exclusions and to identify and respond to data that indicates an undesirable trend;
- reviewing levels of staff absence and ensuring effective policies are in place and applied appropriately and consistently;
- reviewing the conduct expected from staff and compliance;
- ensuring that legal and effective policies are in place to enable the effective management of staff;
- reviewing the Appraisal Policy to ensure it is effective in establishing good quality teaching and is objectively applied to all staff;
- reviewing CPD that is undertaken by staff and monitoring its impact and value for money;
- monitoring measures taken to provide for staff wellbeing and deal with instances of undue work related stress;
- ensuring that effective health and safety procedures are in place and are followed and any digressions or concerns are promptly responded to;
- ensuring that current equality legislation is a high priority and effectively put into practice;
- ensuring that procedures and policies are in place to maximise accessibility to the Academy for all and that these are routinely applied; and
- ensuring that any matters that have significant financial implications are referred to the Financial Management Committee.

## **2.4 Secondary Committees**

### **2.4.1 Headteacher's Performance Management Committee**

The main purpose of this committee is to set, monitor and evaluate performance management targets for the Headteacher. The Chair of Governors will normally be the Chair of this committee and the Chair of the Academic Achievement Committee should also be considered as a member. No staff governor may be a member of this committee.

The responsibilities of this committee include:

- procuring external advice, usually from the appointed School Improvement Partner, and/or such other individuals as are deemed appropriate;
- setting SMART targets that take account of the vision for the Academy, the current Ofsted grading, the School Development Plan and the personal professional development of the Headteacher;
- monitoring the Headteacher's performance towards these targets on at least one occasion during the year;
- evaluating the Headteacher's performance against the targets set; and
- making a recommendation in respect of incremental progression.

### **2.4.2 Performance Related Pay Committee**

The main purpose of this committee is to moderate performance management targets set for staff to ensure consistency and to consider incremental pay progression recommendations, in accordance with the current Pay Policy. Membership of this committee should consist of one member from each of the three main committees and members must have undergone training or be professionally experienced in performance related pay and be familiar with the school's Pay and Appraisal Policies.

The responsibilities of this committee include:

- moderating the performance management targets set for staff to ensure consistency;
- reviewing and considering the recommendations of the Headteacher and Senior Leadership Team in respect of incremental pay progression for teaching staff, based on the outcomes of their appraisal;
- making decisions to endorse, reject or seek further evidence in respect of the pay related recommendations above;
- ensuring that Performance Related Pay decisions are communicated to staff in accordance with the Pay Policy;
- seeking guidance from the Financial Management Committee in the exceptional circumstance that performance related pay decisions will exceed provisions made in the Academy's budget;
- ensuring the Performance Related Pay decisions are actioned in accordance with the Pay Policy; and
- reviewing the aspects of the Pay Policy that are the responsibility of this committee and advising the Financial Management Committee of the outcome.

## **2.5 Ad Hoc Committees**

### **2.5.1 Appeals Committee**

The main purpose of this committee is to hear any appeals that may arise from decisions taken by any other secondary or ad hoc committee. Membership will usually consist of three members who were not involved in the original decision and who do not have prior knowledge of the situation. However, in the case of an appeal by a staff member against dismissal the committee will be constituted from all other non staff members who do not have knowledge of the situation or personal knowledge of the member of staff that may compromise their objectivity.

The responsibilities of this committee include:

- convening an appeal hearing;
- ensuring that an Agenda and any relevant papers are circulated in an appropriate timescale prior to the hearing;
- procuring any further internal or external information or advice that is deemed appropriate to enable the decision to be reviewed;
- reviewing evidence presented at the hearing by both parties;
- evaluating the conclusion reached by the initial committee and determining whether the action taken was appropriate or what action is deemed appropriate; and
- ensuring that the person appealing is notified within a reasonable timescale of the outcome of the appeal.

### **2.5.2 Complaints Committee**

The main purpose of this committee is to consider formal complaints made against the Academy by parents or other third parties in accordance with the Academy's Complaints Procedure. Membership will consist of three members who have no or little prior knowledge of the circumstances. As the Chair of Governors will have been involved in an informal response to the complaint they will not usually be a member of this committee. Staff governors will not be eligible for membership of this committee.

The responsibilities of this committee include:

- convening a meeting to consider the complaint;
- ensuring that an Agenda and any relevant papers are circulated in an appropriate timescale prior to

the meeting;

- procuring any further internal or external information or advice that is deemed appropriate to enable the circumstances of the complaint to be considered;
- reviewing evidence presented at the meeting by both the complainant and the Headteacher;
- determining what, if any, action should be taken by either party to resolve the complaint; and
- ensuring that the complainant is notified within a reasonable timescale of the outcome of the meeting.

### 2.5.3 Disciplinary and Dismissal Committee

The main purpose of this committee is to consider allegations against staff by the Headteacher in respect of both conduct and capability for all staff, in accordance with the Disciplinary and Capability Policies. Membership will consist of three members who have no or little prior knowledge of the circumstances and who do not have personal knowledge of the member of staff that may compromise their objectivity. Staff members are not eligible for membership of this committee. The Chair should be a governor who has professional experience of disciplinary procedures.

The responsibilities of this committee include:

- convening an meeting to consider the allegation(s);
- ensuring that an agenda and any relevant papers are circulated in an appropriate timescale prior to the meeting;
- procuring any further internal or external information or advice that is deemed appropriate to enable the circumstances of the allegation to be considered;
- reviewing evidence presented at the meeting by both the staff member and the Headteacher;
- determining what, if any, disciplinary sanction should be taken by the academy; and
- ensuring that the staff member is notified within a reasonable timescale of the outcome of the meeting.

### 2.5.4 Grievance Committee

The main purpose of this committee is to consider grievances raised by staff in accordance with the Grievance Policy. Membership will consist of three members who have no or little prior knowledge of the circumstances and who do not have personal knowledge of the member(s) of staff involved that may compromise their objectivity. Staff members are not eligible for membership of this committee.

The responsibilities of this committee include:

- convening a meeting to consider the grievance;
- ensuring that an agenda and any relevant papers are circulated in an appropriate timescale prior to the meeting;
- procuring any further internal or external information or advice that is deemed appropriate to enable the circumstances of the grievance to be considered;
- reviewing evidence presented at the meeting by all parties;
- determining what, if any, action is required to resolve the grievance; and
- ensuring that the staff member is notified within a reasonable timescale of the outcome of the meeting.

### 2.5.5 Staffing Review Committee

The main purpose of this committee is to oversee the redundancy process with due regard to the Academy's Redundancy Policy, the law and ACAS guidance. Membership will consist of three members. Staff members are not eligible for membership of this committee.

The responsibilities of this committee include:

- reviewing the Headteacher's recommendation of the need for redundancy;
- ensuring that all alternatives to redundancy have been considered;

- implementing the required consultation with employees and recognised trade unions and professional associations;
- giving due consideration to any responses and/or proposals by staff and/or trade unions and professional associations and responding to these accordingly;
- ensuring that measures to consider alternatives to compulsory redundancy are effective;
- reviewing any recommendations by the Headteacher to refuse an offer of voluntary redundancy or reduced hours or grade;
- implementing fair and just criteria for compulsory redundancy selection;
- making a final decision in respect of the Headteacher's recommendation to dismiss for redundancy; and
- ensuring that measures are in place to mitigate the effects of any redundancies.

#### 2.5.6 Student Discipline Committee

The main purpose of this committee is to consider exclusion of students, in accordance with current DfE legislation and guidance. Membership will consist of three members who have no or little prior knowledge of the circumstances and who do not have personal knowledge of the student involved that may compromise their objectivity. Staff members are not eligible for membership of this committee.

The responsibilities of this committee include:

- convening a meeting to consider the exclusion;
- ensuring that an agenda and any relevant papers are circulated in an appropriate timescale prior to the meeting;
- procuring any further internal or external information or advice that is deemed appropriate to enable the circumstances of the exclusion to be considered;
- reviewing evidence presented at the meeting by the Headteacher and the student and parents;
- evaluating the terms of the exclusion imposed by the Headteacher and determining whether the action taken was appropriate or what action is deemed appropriate; and
- ensuring that the student and parents are notified within a reasonable timescale of the outcome of the meeting.

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## SECTION 3 – INDIVIDUAL GOVERNOR’S ROLES

### **3.1 Introduction**

In order to fulfil their responsibilities Governors will need to take an active interest in the school and not restrict their involvement to attending Governing Body meetings. Governors are ambassadors for the school and should endeavour to give their support whenever appropriate. The following are just some examples of occasions that Governors can provide their support, either by attending or participating:

- assemblies
- concerts, productions
- department links
- recruitment interviews
- out of school activities
- school visits
- student attendance reviews
- open evenings and school tours
- presentation evenings
- School Council meetings

### **3.2 Chair of Governors**

The Chair of Governors is elected in the Summer Term of each year to take effect for the following academic year in accordance with the Articles of Association and any agreed procedure in place. Specific guidance on the role is provided in the National College for Teaching and Leadership document ‘Leading Governors: The role of the chair of governors in schools and academies’.

The Chair of Governors is responsible for chairing all full Governing Body meetings. For these meetings they will:

- agree the agenda with the Headteacher and the Clerk before the meeting;
- ensure meetings commence on time and that business is conducted in a timely manner;
- ensure that the meeting is conducted in a good humoured and convivial atmosphere in which Governors are comfortable to contribute and given their views;
- try to obtain a unanimous decision when appropriate;
- when views differ within the Governing Body, ensure that a majority decision is taken by a show of hands (only resorting to a secret ballot when specifically requested); and
- ensure that the meeting is conducted in an open and honest manner.

Whilst it is hoped that all Governors will have regular contact with the school, it is vitally important that the Chair of Governors should do so. They should try not to go into Governors’ meetings without a good background on all the subjects to be discussed. This can only be achieved by regular discussions with the Headteacher who, it is hoped, will keep them informed of all important issues, both good and bad, that occur within the school. A meeting with the Headteacher at least once a month would be appropriate. The Chair should, when possible and when appropriate, also support the Headteacher at important events.

The Chair will also act as line manager to the Headteacher, as set out in the Disciplinary and Dismissal and Capability Policies.

### **3.3 Vice-chair**

The Vice-chair of Governors is elected in the Summer Term of each year to take effect for the following academic year in accordance with the Articles of Association and any agreed procedure in place.

The main role of the Vice-chair is to undertake the responsibilities of the Chair in their absence. The Vice-chair will also provide support to the Chair as and when appropriate.

### **3.4 Chair of a Committee**

The Chair of a Committee should:

- agree the agenda with the Headteacher and the Clerk before the meeting;
- ensure meetings commence on time and that business is conducted in a timely manner;
- ensure that the meeting is conducted in a good humoured and convivial atmosphere in which Governors are comfortable to contribute and given their views;
- try to obtain a unanimous decision when appropriate;
- when views differ within the Governing Body, ensure that a majority decision is taken by a show of hands (only resorting to a secret ballot when specifically requested); and
- ensure that the meeting is conducted in an open and honest manner.

### **3.5 Child Protection Governor**

The role of the Child Protection Governor is to liaise with the Designated Senior Lead for child protection and with the Headteacher regarding matters of child protection and safeguarding. Any governor undertaking this role must have undertaken Level 1 Child Protection Training within the last 2 years and Safer Recruitment Training. The Child Protection Governor should ensure that the school has an appropriate policy, that it is implemented and reviewed regularly.

### **3.6 Disadvantaged Student Governor**

The role of the Disadvantaged Student Governor is to liaise with the member of the Senior Leadership Team with responsibility for disadvantaged students and the Headteacher on matters related to such students. In particular the role will involve familiarisation with the criteria for funding and reviewing the progress and outcomes of identified students. The Disadvantaged Student Governor should ensure that the school has an appropriate policy, that it is implemented and reviewed regularly.

### **3.7 SEND Governor**

The role of the SEND Governor is to liaise with the Special Educational Needs and Disabilities Coordinator in school and with the Headteacher regarding matters of special educational need and disability. The SEND Governor should ensure that the school has an appropriate policy, that it is implemented and reviewed regularly. This role will require attendance on suitable training providing by the local authority.

### **3.8 Health and Safety Governor**

The role of the Health and Safety Governor is to liaise with the Premises Manager and Headteacher regarding matters of health and safety for staff, students and members of the public. This role will require health and safety knowledge, experience and training. The Health and Safety Governor should ensure that the school has an appropriate policy, that it is implemented and regularly reviewed. This Governor is invited to attend Health and Safety meetings held at school.

### **3.9 Student Voice Governor**

The role of the Student Voice Governor is to monitor the consideration given to student opinion at the school. This will involve liaising with the member of the Senior Leadership Team with responsibility for Student Voice and the Headteacher regarding the opportunities provided for students to express their opinions and how their views are considered. This Governor is invited to attend School Council Meetings.

### **3.10 Training Link Governor**

In order to fulfil their roles governors are expected to undertake training. The role of the Training Link Governor is to advise Governors of training available and to encourage governors to attend. Training may also be arranged from time to time for all governors on site. The Clerk will keep a register of training undertaken by Governors.

### **3.11 Curriculum Link Governors**

There are no statutory requirements for link governors, but they are considered to be good practice because they build up relationships, enable effective governance and support school improvement.

#### **3.11.1 Purpose**

The primary role of a curriculum link governor is to provide a link between the governing body and the teaching staff. The role of curriculum link governor is not to be critical, judgmental, or inquisitorial, however, if improving the teaching and learning in a certain subject is a priority for the school, it makes sense to appoint a governor to monitor progress in that area.

Curriculum link governors can help the governing body to develop more in-depth knowledge and understanding of how a subject is taught. They can discuss issues such as resources and training with heads of subject. They can also more closely monitor the progress and attainment of students. A good working relationship between the subject specialist and the curriculum link governor will enhance the success of this initiative.

#### **3.11.2 Remit**

As a link curriculum governor, in support of the head of subject, you might:

- meet termly with the head of subject to consider how the subject is developing across the school;
- during the termly meeting, liaise with the head of subject to become informed about performance and progress issues, staffing arrangements and training; curriculum and timetable arrangements; special needs provision; reference to the department development plan; assessment and recording procedures for the subject; which visits and visitors are planned;
- become informed about relevant documents and legislation; Ofsted criteria for evaluating the subject provision;
- find out about any local and national activities and initiatives linked to the subject and ask how governors might help to support;
- try to attend any in-house training connected with the subject/aspect;
- attend any appropriate governor training;
- use visits to view lessons in that subject and gain a greater understanding of the key features of the subject and the way it is taught (these visits should not be made in the context of an observation);
- help to support and promote the involvement of parents in their children's learning in the subject/curriculum area; and
- report to the governing body on behalf of the curriculum area.

On carrying out the role of a curriculum link governor, governors should remember that they are not acting as a teacher, nor an inspector, but as a source of support and as a critical friend to the school. It may take time for the role to be fully understood and accepted. Ensuring that visits are well planned will help this.

#### **3.11.3 Conducting School Visits**

- Curriculum link governors should endeavor to meet their head of subject at least twice per year;
- Each visit should have a clear focus, based on the schedule in the table below;
- It is the responsibility of the visiting governor to arrange the date and time of their visit with the head of subject at least two school weeks in advance and agree the purpose of the visit;
- Governors visiting the school to experience lessons should arrive at the beginning of the lesson to minimize disruption to teaching;
- During lessons, governors should consider the general ethos and atmosphere of the areas visited; student behaviour and attitudes; student engagement in lessons; and relationships observed;
- Governors should not make judgments about the effectiveness of the teaching they observe;
- Governors should express their gratitude, and any positive feedback to staff (and students);

- Governors should keep a record of their visits in a written report for consideration at the next meeting of the governing body (or academic achievement committee if appropriate); and
- Governors and staff should respect confidentiality arising from any aspect of the visit.

Further guidance for Curriculum Link Governors is included in Appendix C.

### **3.12 Clerk to the Governing Body**

The Clerk to the Governing Body and to each committee should be appointed at the meetings in the Summer Term to be effective during the following academic year. The Clerk should not be a member of the Governing Body, but may be an employee of the academy.

The responsibilities of the Clerk include:

- working effectively with the Headteacher, Chair of Governors and other Governors to support the Governing Body;
- advising the Governing Body on constitutional and legal matters, duties and powers;
- convening meetings of the Governing Body, including preparing and circulating Agendas and papers at least 2 weeks prior to the meeting;
- attending meetings of the Governing Body and taking minutes;
- maintaining a register of members of the Governing Body and notifying the local authority Governor Services Department of any changes;
- maintaining a Register of Business Interests, to be published on the school website
- recording and monitoring the percentage of Local Authority Associated Persons; and
- undertaking such administration tasks as may be required by the Governing Body from time to time.

## APPENDIX A – ELECTION OF CHAIR AND VICE-CHAIR

1. All governors with the exception of those employed by Lostock Hall Academy may stand for the positions of Chair and Vice Chair of the Governing Body.
2. The term of office for each position is one year to commence on the 1<sup>st</sup> September to run until 31<sup>st</sup> August the following year. Governors holding the office of Chair and Vice Chair will also be required to act as Members of the Academy Trust.
3. Governors may self-nominate.
4. Governors may nominate other governors, but must approach the nominee first to obtain their consent.
5. The Clerk to Governors must receive all nominations at least one clear working day before the Summer Full Governors' Meeting.
6. A governor can still be considered for office even if they cannot attend the meeting, but only governors in attendance at the meeting will be eligible to vote.
7. At the beginning of the meeting the current Chair will ask for nominations for the position of Chair.
8. Governors will be issued with ballot slips and will be asked to make their choice by secret ballot.
9. Even if there is only one nominee a ballot will be held.
10. The Clerk to Governors will collect the ballot papers and declare the result of the ballot.
11. In the event of a tie each nominee will be asked to make a short statement to governors on why they want to become the Chair. A second secret ballot would then be held. In the event of a tie as a result of the second ballot the issue would be decided on the toss of a coin.
12. On completion of the election process the current Chair would then ask for nominations for the position of Vice-chair. The election procedure would then follow the same procedure as for the Chair.

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**APPENDIX B – SUMMARY OF PRIMARY COMMITTEE STRUCTURE**

	<b>Academic Achievement Committee</b>	<b>Financial Management Committee</b>	<b>Student and Staff Welfare Committee</b>
<b>Areas of Responsibility</b>	<p align="center">Curriculum Provision Ofsted Student Achievement Target Setting Teaching and Learning</p>	<p align="center">Audit Budgeting Capital Funding Financial Compliance Financial Management Premises Resources Staffing Costs</p>	<p align="center">Attendance Behaviour CPD Disadvantage Student Provision Employment Equality Exclusions Pastoral Care School Visits SEND Provision Staff Welfare</p>
<b>Link Governors</b>			<p align="center">Child Protection Disadvantaged Students Health and Safety Student Voice SEND</p>
<b>Ofsted Criteria</b>	<p align="center">Achievement of Students Quality of Teaching</p>	<p align="center">Quality of Leadership in, and management of the school</p>	<p align="center">Achievement of Students Behaviour and Safety of Students</p>

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## APPENDIX C – GUIDANCE FOR CURRICULUM LINK GOVERNORS

### Meeting Schedule Guidance

<b>Autumn Term</b> <b>September/October</b>	<ul style="list-style-type: none"><li>▪ External exam results</li><li>▪ End of KS3 results</li><li>▪ Department Development Plan (DDP)</li><li>▪ Quality of teaching</li></ul>
<b>Spring Term</b> <b>February</b>	<ul style="list-style-type: none"><li>▪ Y11 Trial exam analysis and intervention</li><li>▪ Y 7, 8, 9, 10 Interim 1 analysis and intervention</li><li>▪ Curriculum development and enrichment</li><li>▪ Budget planning</li></ul>
<b>Summer Term</b> <b>May/June</b>	<ul style="list-style-type: none"><li>▪ Y10 exam analysis and intervention</li><li>▪ Y11 projections</li><li>▪ Quality of Teaching</li><li>▪ DDP progress review</li><li>▪ Year 9 end of KS3 projections</li><li>▪ Impact of leadership and management</li><li>▪ Planning for next academic year</li></ul>

### Student Progress Question Prompts

#### External Exam Results

- What % achieved A\*-C and A\*A grades?
- How did results compare to targets?
- How did different student groups perform e.g. boys, high ability, Pupil Premium, LAC (Looked after Child)?
- What proportion of students made expected and more than expected amount of progress in your curriculum area?
- What are the broad trends compared to similar schools, national rates and national picture in terms of gender for your subject?
- Were there any barriers to student progress? If so, what are you doing about these?

#### End of Key Stage 3 Results

- How did results compare to targets?
- How did different student groups perform e.g. boys, high ability, Pupil Premium, LAC (Looked after Child)?
- What proportion of students made expected and more than expected amount of progress in your curriculum area?
- Were there any barriers to student progress? If so, what are you doing about these?

#### In Year (current) Progress and Projections

- What proportion of students are projected to make expected and more than expected amount of progress in your curriculum area?
- Are there any barriers to student progress? If so, what are you doing about these?
- Can you explain the progress of different groups of students in your curriculum area e.g. boys, high ability, Pupil Premium, LAC (Looked after Child)?
- What sources of data do you use? How do staff record student progress?
- How do staff use student progress data to target improvements in your curriculum area? For example, does it feature in their planning, interventions etc.?

**Curriculum Link Governor Meeting Record**

<b>Date:</b>	<b>Link governor:</b>	<b>HOD/SLT:</b>
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<b>Meeting:</b> <b>Term – Autumn / Spring / Summer</b>
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<b>Matters arising:</b>
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<b>Student progress:</b>
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<b>Department Development Plan:</b>
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<b>Any Other Business:</b>
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