



The Alec Hunter Code

# Alec Hunter Humanities College

## GOVERNORS HANDBOOK

Edition: July 09



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# 1. INTRODUCTION

Welcome to the Governing Body of Alec Hunter Humanities College.

If you are new to being a college governor there are likely to be many things you would like to know about what being a governor involves and many questions to which you would like answers. This handbook acts as our governor induction policy and is aimed at speeding the process of new governors becoming effective in their role.

Being a College Governor can be like starting a new job. There is a lot to learn about the college and the way children are educated today. The method of teaching children has made great progress in recent years and the pace of change continues. In many ways it is likely to be quite different to how today's adults were taught when they were at college. To help with the learning process we have produced this handbook to help new governors understand their role and how a governing body works. The governing body is a democratic group and the principles of operation are the same as for any other similar group such as local councils and management groups of voluntary organisations. We all work very much as a team for the benefit of the college respecting each others points of view but always acting as a corporate body accepting the decisions reached by the majority on the rare occasion we are unable to reach a unanimous conclusion. Our relationship with the headteacher and other staff at the college are excellent and all governors are committed to maintaining this – it is an essential part of our success.

This handbook helps to explain the roles and responsibilities of being a governor and how we as a governing body carry out our duties. For both new (and experienced) governors there are training courses run by the LEA and all governors are encouraged to take advantages of any training on offer. These courses are free of charge to members of the governing body. The Link Governor will keep the governing body informed on training courses available.

Governing Bodies have a strategic role in the development of the college and do not become involved in day to day management issues – that is the role of the headteacher. Working in partnership with the headteacher and staff we have made of Alec Hunter Humanities College the success that it is today and we very much hope your contribution will enable us to continue to build on this success.

If you are a new governor you will be required to complete our register of business interests and make a declaration along with all other governors at each meeting regarding business interests and conflict of interest.

# ALEC HUNTER HUMANITIES COLLEGE

## 2. AIMS

Our aim is to develop the individual student - to give them the confidence to embrace and enjoy life to the full, and to give them the skills to achieve success in what ever they choose to do.

Our aim is to enable students regardless of ability to achieve and enjoy learning

Our aim is to treat each person as an individual of equal worth

Our aim is that every student leaves our college equipped for life in which they will make the most of their opportunities, fulfil their ambitions and retain a passion for learning

**'Be the best you can be'**

### **3. THE SEVEN PRINCIPLES OF PUBLIC LIFE**

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

#### **Selflessness**

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

#### **Integrity**

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

#### **Objectivity**

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

#### **Accountability**

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

#### **Openness**

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

#### **Honesty**

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

#### **Leadership**

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

## 4. MUTUAL EXPECTATIONS:

### Governing body expects

#### College will

- understand and respect its statutory role and purpose
- recognise the shared commitment to improving the education provided for all students
- respect governors as volunteers who bring other skills, experiences and perspectives and value their contribution
- work openly with the governing body and provide clear, concise and relevant information on which to base decisions
- enable all governors to become involved in the life of the college
- contribute to the induction, training and development of governors
- ensure that where educational jargon is unavoidable it is at least explained

### College expects

#### Governing body will

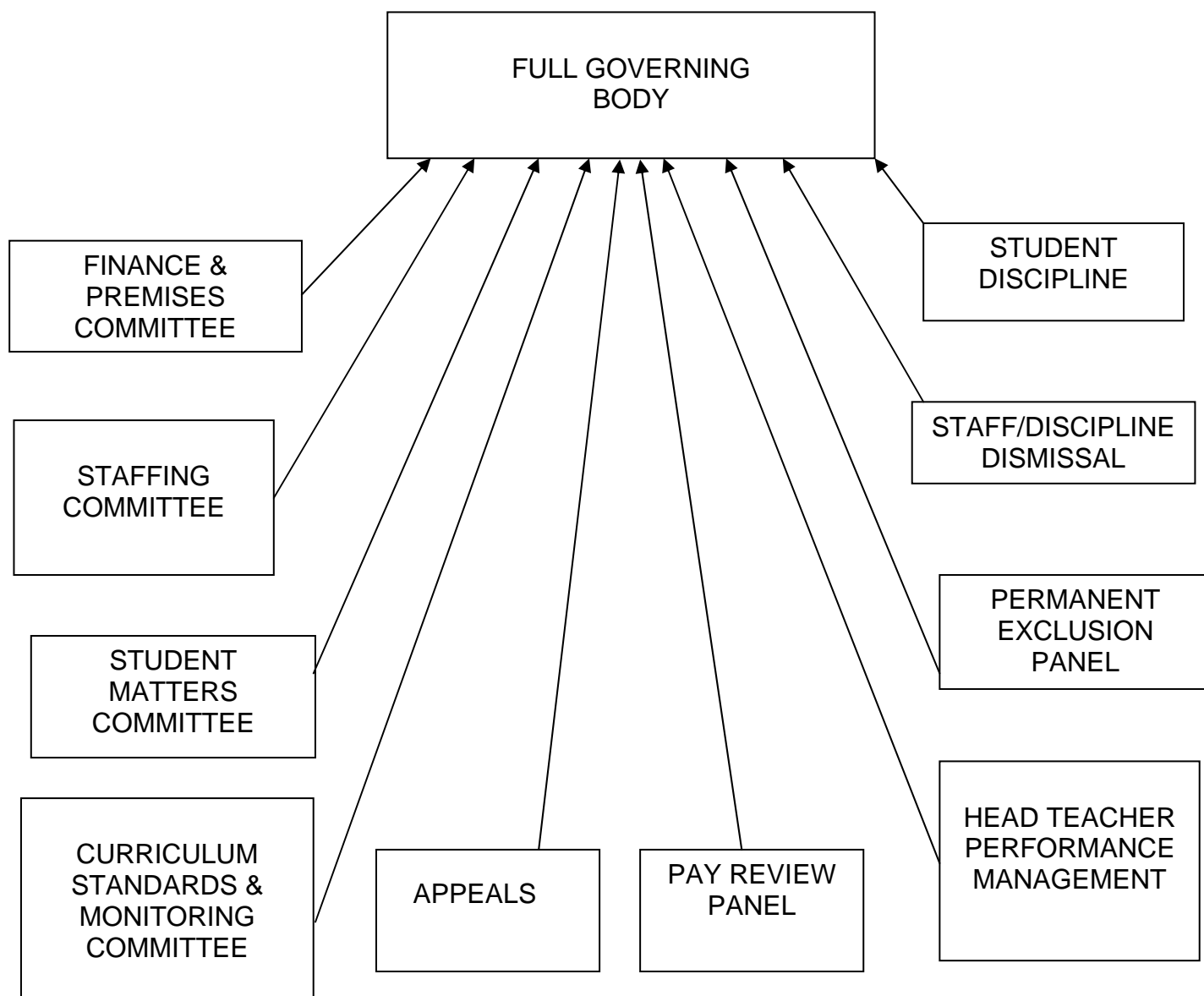
- Respect the professional expertise of the HT(head teacher) and staff
- work openly in partnership with the HT and staff for the benefit of the college and its students
- demonstrate its commitment, collectively and individually
- act and take decisions that are in the best interests of the college and not those of self, individuals or groups
- support the college with parents and in the community
- recognise the need for both governor induction and on-going training and development

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### The expectation of individual governors is that they will

- enhance the work of the governing body
- demonstrate their commitment by getting to know the college and becoming involved in college life and activities
- prepare for meetings so that they are well informed, having at minimum read all the papers sent out with the agenda
- attend meetings (governing body/committees/working group) and play an active part
- support the college with parents and in the community
- recognise the corporate status of the governing body and the concept of collective responsibility
- respect confidentiality and the need to act with circumspection
- accept responsibility for their own training and development

## 5. GOVERNING BODY STRUCTURE



Whilst each Committee has specific areas of responsibility the support of other committees may need to be sought before decisions can be actioned.

## **COMMITTEE MEMBERSHIP AND ROLES AND RESPONSIBILITIES**

As these are under constant review a new matrix is available from the clerk on demand.

### **COMMITTEE STRUCTURE**

The Committee structure as approved by the Governing Body is:

- Finance and Premises Committee
- Staffing Committee
- Curriculum Standards and Monitoring Committee
- Student Matters Committee
- Performance Management of Head teacher
- Student Discipline Committees
- Appeals Committee
- Pay Review Panel

### **MEMBERSHIP – ALL COMMITTEES**

- I. The Headteacher is ex-officio member with voting rights on all committees.
- II. The Chair of Governors may attend all Committee meetings and has voting rights on all Committees.
- III. A minimum of five Governors will serve on each committee.
- IV. The Chair of each committee to be elected annually at the first meeting in the new academic year.
- V. Each committee, except Pay Review Panel, to meet at least once each term.
- VI. Pay Review Panel will meet twice each year.
- VII. The quorum three governors. (F&P to have a min of 2 non staff gobs present)
- VIII. All committee members have a right to vote on any proposal put to the committee in accordance with College Governance Regulations.
- IX. All committees will have a clerk appointed by the governing body.
- X. All meetings to be minuted and the minutes circulated to all governors according to the Governing Body Standing Orders.

### **CHAIRING MEETINGS – ALL COMMITTEES**

Each committee will appoint a chair. In the absence of the Committee Chair at any meeting, the Committee will appoint one of its members to chair the meeting.

## **MEETINGS**

Committee meetings will be on an as required basis.

Confidential minutes will be circulated to members of the committee within seven days. Minutes, as a confidential item, will be tabled with the agenda at the next Governors' meeting if and when the matter has been resolved.

## **6. RESPONSIBILITIES OF THE GOVERNING BODY**

The governing body has specific responsibilities including:

- The responsibility for the conduct of the college
- Setting targets in standards and achievement
- Ensuring the College has a Curriculum policy, in particular the teaching of National Curriculum subjects and RE and deciding on provision of sex education
- Ensuring Policies relating to the College's operation are prepared and are reviewed regularly
- Providing information for parents
- Financial management
- Personnel matters including staff appointments as appropriate
- Management and maintenance of buildings
- Student discipline and behaviour
- Monitoring and evaluating the activities of the college
- Drawing up an Action Plan after an inspection by OFSTED and overseeing its implementation

## **7. ROLE OF THE CHAIR OF GOVERNORS**

The chairperson's functions include:

- Ensuring the business of the governing body is conducted properly, in accordance with the legal requirements

- Ensuring that meetings are run effectively and efficiently, focusing on priorities and making best use of the time available
- Ensuring that all members are kept fully informed, have equal opportunities to participate fully in discussions and decision making
- Encouraging all members of the governing body to work together as a team
- Liaising with the headteacher
- Acting in cases which may properly be deemed “urgent”. This is defined in statute and applies where a delay in exercising the function would be seriously detrimental to the interests of the college, a Student, parent or member of staff
- Co-operate with other agencies to support college improvement.
- Making public statements on behalf of the governing body

## **8. ROLE OF THE CLERK**

The clerk is appointed by the governing body and is responsible to it. The clerk has a central role in providing administrative and organisation support. Tasks include:

- Organising agendas for meetings of the full governing body
- Convening and minuting the meetings
- Sending draft minutes to the chairperson and headteacher for approval
- Advising on appropriate governing body procedures
- Ensuring that all written reports and papers presented to the meeting are filed as part of the minutes and are made available for public inspection, subject to the governing body’s ruling on confidentiality
- Maintaining records on governing body memberships and advising when appointments need to be made/elections held

## **9. DELEGATION OF RESPONSIBILITY TO INDIVIDUALS**

Terms of reference for Governors with delegated responsibility for Curriculum Areas;

- To liaise with the subject co-ordinator
- To visit the college and see the subject/area in operation

- To discuss the existing use of resources and future needs
- To regularly report to the Governing Body on developments and progress
- To attend appropriate training

#### Terms of reference for the Governor responsible for Race Equality

- To liaise with the Headteacher
- To visit the college and observe that the governors policy is followed in operation
- To discuss any issues with the headteacher
- To ensure that appropriate returns are submitted in respect of any racial incident
- To regularly report to the governing body on developments
- To attend appropriate training

#### Terms of reference for the Performance Management Review Governor

- To consider any representation made by the Headteacher against the decision of the Performance Review Committee and external assessor on headteachers performance targets.
- To report decisions to the Governing Body
- To attend appropriate training sessions

#### Terms of reference for the Health and Safety Governor

- To liaise with the college Health and Safety Co-ordinator and College's Safety Representative
- To ensure all risks to Health and Safety are assessed and any significant findings recorded
- To assist Head teacher in monitoring Health and Safety Performance

- To regularly report to the Governing Body on developments and progress
- To attend appropriate training

Terms of reference for the Child Protection Governor:

- To ensure, in liaison with the head teacher/designated teacher, that the college has a Child Protection policy
- To ensure that an annual item is placed on the Governing Body meeting agenda to report on any changes to the policy, any training undertaken by people responsible and any relevant issues relating to child protection matters
- To liaise (with due regard to confidentiality) with the head teacher/designated teacher re allegations of child abuse
- To attend relevant training for governors

Terms of reference for the Link Governor:

- To encourage all governors to attend appropriate training courses
- To record training attended by governors
- To report on training matters at the full Governing Body meetings
- To assist with the induction on to the Governing Body of new governors
- To attend appropriate Link Governor meetings and training courses

Terms of Reference for Able and More Able Students Governor & SEN Governor:

- To liaise with the member of staff responsible for identifying the needs of gifted and talented students/SEN
- To visit the college and see that the provision being made for gifted and talented/SEN students are being met

- To report to the governing body annually on how the curriculum needs of gifted and talented/SEN students are being met
- To attend relevant training

To be aware of and review the Gifted & Talented/SEN Policy in consultation with the co-ordinator for these areas.

## 10. GOVERNORS VISITS TO COLLEGE

Is going in to college on an “official” governor visit a new experience for you? Hopefully the following points will answer some of your questions.

There are two main reasons why Governors make visits to the college.

Firstly a new governor may visit to familiarise themselves with the college. A more experienced Governor may visit to acquaint themselves with changes to the college or re familiarise themselves if they have not visited for a while.

The second main reason for a college visit is a focused visit, part of the governors “monitoring” role and part of the work of the committee or working party to which the governor is assigned.

Governors with responsibility for a curriculum area should normally visit the college termly. For other areas of responsibility visits are made as appropriate.

*What do we mean by “monitoring”?*

As governors we need to see that the National Curriculum is being delivered and that our students are receiving the best possible education. Our role is to concentrate on an "overview" of the development of the college, and not to get too tied up with the detail that is the business of the staff in their day to day teaching.

*How do we do this?*

We select an area to monitor for a period of time – usually related to a priority on the College Improvement Plan. We then follow the procedure set out for governor visits to college.

*What should you expect from a visit?*

As set out in the following “Procedure for Governor Visits To College”, governors will be well prepared and will have precise questions that they wish to answer from the visit.

More generally it allows the governor to become familiar with the college at work, and to get to know the children (not individually but in a class situation) as they and staff get to know the governor and build trust, whilst demonstrating their commitment to the

college. It allows the governor to see teaching taking place so that when the committee receives reports, and discussions take place, the governor sees things in the context of the college, having gained first hand information.

Visits should be viewed by the governor as adding to their personal bank of knowledge, which at some time may be brought forward to contribute to a discussion or evaluation at a meeting of a committee or of the full governing body.

## **PROCEDURE FOR GOVERNOR VISITS TO COLLEGE**

1. The purpose of the visit will be clearly defined.
  - Monitoring will support the College Improvement Plan, i.e. it will concentrate on areas of the plan highlighted for development.
  
2. Dates and times for the visits will be agreed with the Head teacher and staff involved. Please contact the head (by email is best), clarifying if possible the time, duration of visit and who you wish to see. If possible, allow time to feedback to the Head Teacher before leaving.
  
3. Preparation for the visits will be thorough:
  - A good way for new governors to take part in this is by sharing a visit with an established governor.
  - Planning will take place at a relevant Committee meeting.
  - The teacher/governor or curriculum leader will provide the committee with the information and documents needed for them to gain an overview of the issue being considered.
  - Governors will produce a number of clear questions they wish to answer from their visit.
  
4. Making the Visit
  - All governors making a visit to the school must report to the school office. Governors do not have automatic rights of access to the college. You must sign in the governors' visit book that will be supplied to you by the office. They will then arrange for the appointed staff member to meet with you. Please bring your governor badge and wear it at all times in the college when ever you visit. If you do not have a badge please contact the clerk with a suitable photograph.
  - Visits may be timed, where possible, to allow governors a short time with the class teacher and/or curriculum leader before the lesson begins.

- The Class teacher and governor will mutually agree the role most appropriate for the governor, on the occasion of the visit.
  - Governors will thank the class teacher at the end of the session.
  - Governors will report back to the Head teacher after the visit.
  - Governors may report back to the class teacher, if appropriate. If timing does not allow this the Head teacher will report back on the governor's behalf.
5. Governors will produce a written report in an agreed format to feed back information to the relevant Committee. The report will first be given to the Headteacher. A sample of the report form is attached.
6. Reports of governor visits will be included in the information sent out to governors with the agenda prior to full Governing Body meetings.

## 11 GOVERNOR REPORT OF COLLEGE VISIT

(Boxes will expand as you type)

Date :

Subject :

Governor Name :

Teacher :

Purpose of visit :

Comments on learning seen :

Comments on Staff discussions :

Any other comments:

*(i.e is there an orderly start to the lesson, are there displays of student work in class room, are students actively engaged in their work, is their opportunities for the AG&T to be challenged, does a plenary take place at the end of a lesson ? Is there evidence of community cohesion within the school environment/lessons)*

## 12. HANDLING COMPLAINTS

All complaints have to be handled with care and in accordance with the complaints policy and procedures agreed by the governing body.

There are separate procedures for dealing with complaints about the curriculum and for considering complaints about the way in which students' special educational needs are met.

### Principles

The following principles apply for the handling of general complaints:

- Wherever possible differences should be settled informally;
- Formal mechanisms for dealing fairly and effectively with complaints should only be used where it is impossible to settle a complaint informally;
- Procedures should be made available to parents, staff and Governors.

### Procedures

1. Complaints in the first instance should generally be made to the class teacher and then, if necessary, to the Headteacher.
2. The Chairman of the Governing Body should be the first person to approach only in cases which could involve disciplinary or legal action against the Headteacher.
3. Any Governor approached by a complainant should refer him or her to the Headteacher, or the Chairman according to 1 or 2 above.
4. If discussions between the Headteacher and the complainant prove fruitless, the complainant will be told of their right to make formal complaint and how it can be made.
5. Formal complaints to the Governing Body are made to the Chairman, who should take care that no Governor can be accused of prejudice by ensuring that:
  - an individual Governor does not deal with the complaint;
  - the complaint is quickly referred to the relevant committee or to the Headteacher, if complaint procedures at that level have not been exhausted;
  - the complaint is not reported to the whole Governing Body until it is resolved and then not in detail;
  - all parties to the complaint are given a fair hearing;

- the decision of the committee is given in writing to the complainant;
  - the complainant is told of any right of appeal if the decision is given against them.
6. Governors involved in a complaint by either an individual or a group cannot take part in any formal hearing of a complaint, or appeal against a decision made by the complaints committee.
7. Individual complaints cannot be raised at full meetings of the Governing Body, unless the meeting is part of the complaints procedure.

The Governing Body has adopted a detailed complaints procedure – a copy of which is available on request.

### **13. Plan of the College:**

Meetings generally take place in two venues:

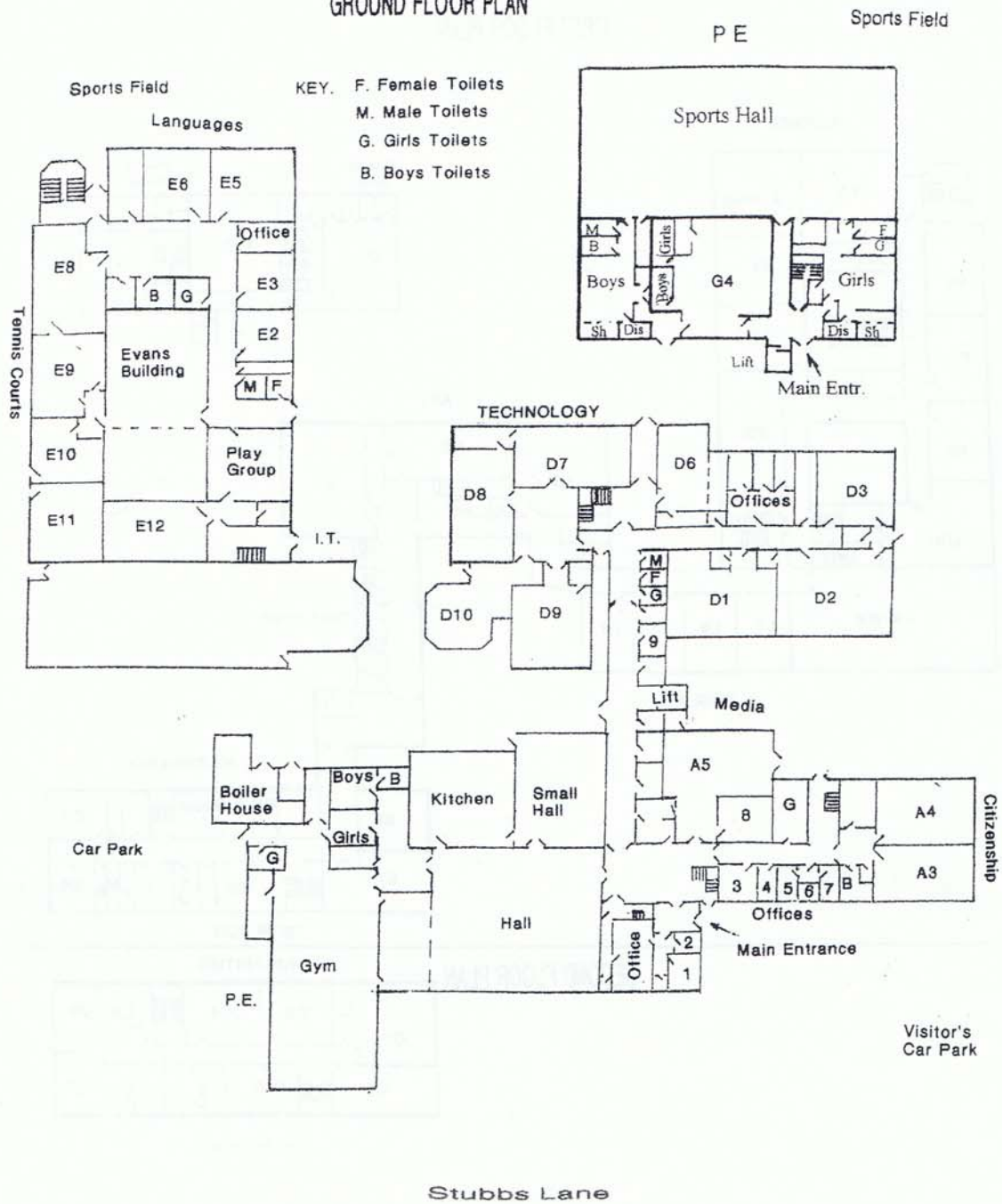
- Committee meetings in the conference room
- Full Governors Meetings in classroom A3

*The vast majority of new students and colleagues get lost at least once whilst finding their way around our college. Please do ask if you feel unsure of where you are and how to get to your destination.*

*We very much hope that you will find those who help you happy to do so.*

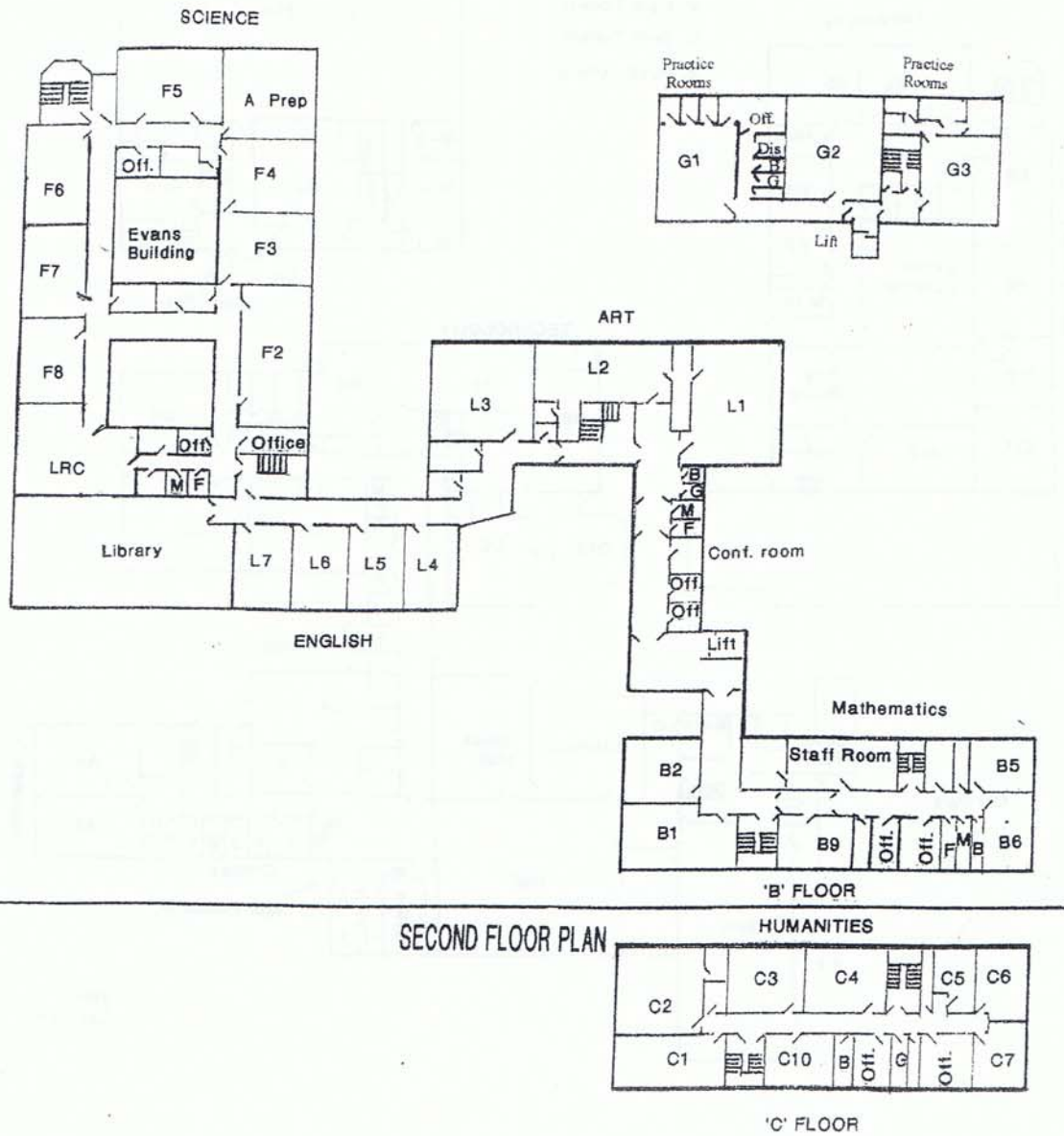
# ALEC HUNTER HUMANITIES COLLEGE

## GROUND FLOOR PLAN



# ALEC HUNTER HUMANITIES COLLEGE

## FIRST FLOOR PLAN



Stubbs Lane

## **14. GOVERNING BODY TERMS OF REFERENCE FOR VARIOUS COMMITTEES**

The powers and tasks of each committee will be as generally shown below:

### **1. Finance & Premises Committee**

#### **TERMS OF REFERENCE**

##### **Composition**

A minimum of five named members of the Governing Body. The Full Governing Body may appoint associate members if deemed appropriate. Associate members may not vote at committee meetings.

##### **Chair**

To be elected annually by the committee and confirmed by the Full Governing Body.

##### **Quorum**

Meetings will not take place or continue until at least three governor members, of whom two must be non-staff governors, are present.

##### **Agenda**

To be set by the Clerk of the Governors, in consultation with the Committee Chair, the Headteacher, and the Chair of Governors as applicable and circulated along with any applicable papers to committee members at least seven days prior to the meeting.

##### **Review of Terms of Reference**

These terms of reference shall be reviewed annually at the first meeting of the committee following the commencement of the academic year.

##### **Objectives – Finance**

- To ensure that all standards funds receivable via the Secretary of State are used only as described.
- To prepare and approve the annual budget for expenditure in the forthcoming financial year.
- To keep under review the college's actual financial performance compared with the budgeted performance and to take remedial action as necessary. Such

action to be reported to the Full Governing Body. In all cases liaison must be maintained with the other committees.

- To monitor the income and expenditure relating to the provision of school meals
- To make decisions as to spending within the delegated powers given to it.
- To advise the Governing Body on the appropriateness or otherwise of spending requests outside the delegated powers given to it.
- To agree and determine charges for the letting of the college premises and grounds.
- To make decisions as to virements within agreed budgets and in accordance with Financial Regulations, within the delegated powers given to it as stated.
- To advise the Governing Body on the appropriateness or otherwise of virement requests outside the delegated powers given to it as stated.
- To monitor all spending in the college. Such monitoring will require full liaison with the appropriate committees.
- To receive reports from the LEA and appropriate officers.
- To decide any matter which arises and does not fall within the remit of any other committee and where necessary to refer this to the full Governing Body.

### **Objectives – Premises**

- To have oversight of the Asset Management Plan
- To monitor and review all aspects of maintenance, improvement, cleaning and repair to the buildings, grounds and plant.
- To monitor the effectiveness and review all contracts relating to maintenance, cleaning and repairs to the buildings, grounds and plant.
- To ensure that there are no shortfalls in the minimum standards laid down, particularly relating to Health & Safety Regulations.
- To administer applications for hire of premises
- To ensure that the character of the college's building is retained
- To monitor and approve appropriate expenditure relating to Capital Grants.
- To appoint architects, builders, ground maintenance teams, surveyors etc. according to the established procedures laid down by college governors and monitor all aspects of their work.
- To monitor aspects of expenditure and control of maintenance and improvement to the college premises.
- To report all aspects of improvement and requirements for the smooth running of the college, in relation to the premises, to the Full Governing Body.

- To make recommendations on the needs and requirements of the premises.

### **Activities**

To deal with all financial matters, to implement the approved budget, to advise the Headteacher on matters relating to the finances of the college and to review and implement the set of Financial Regulations drawn up for the college.

To deal with all premises matters, to advise the Headteacher on issues relating to premises maintenance and development. To approve the Premises Development Plan and to monitor its implementation. In conjunction with the Local Authority, plan for the implementation of the recommendations in the Asset Management Plan.

To ensure bids are made to the LEA and the DCSF for additional funding where appropriate.

To be willing to undertake all necessary training to understand the financial and premises framework in which the college operates.

### **Policies and Procedures**

The Finance & Premises Committee has a general role in advising the Head teacher on matters relating to the finances of the college.

The Finance & Premises Committee is required to abide by the requirements and guidelines of the LEA and DfES.

The Finance & Premises Committee should make recommendations for future financial planning and in so doing will need to liaise with the other committees.

To review and maintain the following policies:

- Security Policy
- Best Value Statement
- Finance Regulations

### **Meetings**

Committee meetings will be held as required but at least once (twice) a term.

The clerk to the governors or a member of the committee where the clerk is not available will make a record of all proceedings at each meeting. Minutes will be circulated to members within seven days of the meeting and presented with the agenda for the next full Governors meeting.

The Chairman of the Finance & Premises Committee will report the work of the Committee to the regular meetings of the full Governing Body and minutes of committee meetings will be sent to all governors.

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

Other governors may attend meetings of the committee as non-voting members if they so wish.

Non-Governors may also be invited to attend meetings also in a non-voting capacity.

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

## **2. Student Matters Committee**

### **TERMS OF REFERENCE**

#### **Composition**

A minimum of five named members of the Governing Body. The Full Governing Body may appoint associate members if deemed appropriate.

#### **Chair**

To be elected annually by the committee and confirmed by the Full Governing Body.

#### **Quorum**

Meetings will not take place or continue until at least three governor members are present.

#### **Agenda**

To be set by the Clerk to the Governors, in consultation with the Committee Chair, Headteacher and Chair of Governors as applicable and circulated along with any applicable papers to committee members at least seven days prior to the meeting.

#### **Review of Terms of Reference**

These terms of reference shall be reviewed annually at first meeting of committee following the commencement of the academic year.

#### **Objectives**

- To ensure that those responsibilities laid down under relevant Education Acts relating to the student matters are being met.
- To monitor, liaise and engage with students via meetings with the school council
- To liaise and engage with parents having regard to their views.
- To consider all detailed matters related to the students' education, attendance, behaviour, discipline and social well being and to monitor, review and assist in the administration of the following:
  - pastoral care;

- college meals;
- bullying;
- merit and reward schemes;
- college uniform;
- school prospectus;
- race equality;
- cultural diversity;
- extra-curricular;
- healthy schools;
- safeguarding children
- student disciplinary matters;
- student behaviour and management;
- special educational needs – behaviour and welfare;
- any other pupil related matters deemed appropriate.

### **Activities**

The committee is authorised to carry out the following duties:

1. To agree, in consultation with the Headteacher, policies matters relating to student behaviour and its management, disciplinary matters, college prospectus, etc.
2. To meet with the student council and consider submitted proposals.
3. To monitor and review the effectiveness of merit schemes, celebration assemblies and other reward schemes, and propose alternative and or enhanced schemes for use within the college designed to enhance attendance, behaviour and learning, where and if these are considered in effective.
3. To assist in the production, review and rewriting of policy documents which cover issues related to student matters. To review and maintain the following policies:
  - Exclusion See: Behaviour for Learning
  - Health and Safety (including administering medicines)
  - Admissions (Policy and Procedure)
  - Attendance
  - Behaviour for Learning (inc Anti-bullying, rewards and exclusion)
  - Charging and Remission
  - Child Protection
  - Complaints
  - Drugs (including incident management)
  - Equal Opportunities/ Diversity
  - Freedom of Information Publication Scheme
  - Home / School Agreement
  - Learning Support (incl. SEN)

- Nutrition Policy
- Race Equality
- Sex and Relationship Education Policy

5. To assist in the production and review of the college prospectus.
7. To deal with any matters that may be referred to the committee by the full Governing Body.

## **Meetings**

Committee meetings will be held as required, but at least twice a term.

The clerk to the governors or a member of the committee where the clerk is not available will make a record of all proceedings at each meeting. Minutes will be circulated to members within seven days of the meeting, and presented with the agenda for the next full governors meeting.

The Chair of the Student Matters Committee will report the work of the committee to the regular meetings of the Governing Body and minutes of committee meetings will be sent to all governors.

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

Other governors may attend meetings of the committee as non-voting members if they so wish.

Non-governors may be invited to the meeting.

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

### **3. Curriculum, Standards & Monitoring Committee**

## **TERMS OF REFERENCE**

### **Composition**

A minimum of five named members of the Governing Body. The Full Governing Body may appoint associate members if deemed appropriate.

### **Chair**

To be elected annually by the committee and confirmed by the Full Governing Body.

## **Quorum**

Meetings will not take place or continue until at least three governor members are present.

## **Agenda**

To be set by the Clerk to the Governors, in consultation with the Committee Chair, Headteacher and Chair of Governors as applicable and circulated along with any applicable papers to committee members at least seven days prior to the meeting.

## **Review of Terms of Reference**

These terms of reference shall be reviewed annually at first meeting of committee following the commencement of the academic year.

## **Objectives**

To consider all detailed matters related to Curriculum and Learning. To monitor the activities relating to the assessment, statementing and review of children with special educational needs.

To ensure that those responsibilities laid down under relevant Education Acts relating to the Conduct of the School and Curriculum are being met.

## **To monitor, review and assist in the administration of the following:**

- to ensure that the school is meeting the requirements of the school and National Curriculum;
- special educational needs – learning;
- religious education and collective worship;
- race education;
- sex education;
- educational visits;
- school prospectus;
- overall school organisation;
- to ensure that all students, especially able, gifted and talented are appropriately challenged in accordance with their abilities
- any other pupil related matters deemed appropriate.
- PHSE

## **Activities**

The committee is authorised to carry out the following duties:

4. To ensure the school is meeting the requirements of the National Curriculum.
2. To agree, in consultation with the Headteacher, targets for the achievement of pupils at Key Stage 3 & 4.
3. To review when appropriate and make recommendations to the Governing Body on:
  - the school's curriculum statement;
  - the provision for religious education and collective worship;
  - the race equality policy;

- the sex education policy;
  - the assessment arrangements for pupils at the end of each key stage;
  - reporting arrangements to parents.
8. To consult with the Head, staff, parents, the community and relevant bodies, as appropriate, in order to maintain an oversight in, and review of, the above.
  9. To assist in the production, review and rewriting of policy documents which cover the delivery of the curriculum and the approaches adopted to teaching and learning within the school. Policies for this committee to review and maintain:
    - Assessment (Including target setting)
    - Collective Worship
    - Curriculum (Teaching and Learning)
    - Homework
    - Marking Policy
    - Teaching and Learning
    - Post Entry Learning
  10. To assist in the production and review of the school development/improvement plan, if appropriate, liaising with the College Improvement & Ofsted Committee?
  11. To deal with any matters that may be referred to the committee by the full Governing Body.

## **Meetings**

Committee meetings will be held as required, but at least twice a term.

The clerk to the governors or a member of the committee where the clerk is not available will make a record of all proceedings at each meeting. Minutes will be circulated to members within seven days of the meeting, and presented with the agenda for the next full governors meeting.

The Chair of the Curriculum and Learning Committee will report the work of the committee to the regular meetings of the Governing Body and minutes of committee meetings will be sent to all governors.

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

Other governors may attend meetings of the committee as non-voting members if they so wish.

Non-governors may be invited to the meeting.

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

## 5. Staffing Committee

### TERMS OF REFERENCE

#### Composition

Minimum of five named members of the Governing Body. Associate members may not be appointed to the Committee.

#### Quorum

Three governors not including staff governors

#### Clerking

Each meeting of the committee must be clerked. The clerk can be the clerk to the governing body or a governor. The clerk cannot be the Headteacher of the school.

#### Objectives

- To assist in the administering of the staffing requirements for the school both in the teaching and support areas.
- To approve procedures for the recruitment and appointment of staff.
- To consider applications from staff for secondments or leave of absence.
- To consider and approve policies regarding early retirement and redundancy. To review and maintain the following policies:
  - Probationary Period for Support Staff
  - Recruitment Policy
  - Code of Conduct
  - Data Protection
  - Harassment, bullying and victimization
  - Recruitment Support Staff
  - Redeployment Procedure Teaching Staff
  - Flexible Working
  - Use of internet and email
  - Capability (Teaching and Support Staff) 2 Documents
  - Confidentiality
  - Disciplinary Procedures for Employees
  - Employment of Disabled Persons Guidance
  - Employment of Ex Offenders
  - Grievance Procedures for Employees
  - Leave of Absence (Including Family Friendly Guidance 2007)
  - Pay Policy/ Pay Progression Teaching and Support Staff (including Recruitment and Retention)
  - Performance Management Policy for Teaching Staff
  - Performance Management for Support Staff

- Redundancy
  - Sickness Absence Management
  - Smoke Free Policy
  - Staff Support and Development Policy
  - Whistleblowing
- To follow established procedures when advertising, selecting and appointing new members of staff.
  - To make recommendations to the Finance and Premises Committee on staffing needs to meet the requirements of the curriculum.

### **Activities**

To authorise and monitor expenditure within the staffing budgets with delegated powers for day-to-day matters, including supply cover, being passed to the Headteacher.

Training requirements be delegated to the appropriate committee with appropriate recommendations as necessary.

### **Appointments and Promotion:**

The appointments and promotions of all staff below leadership group are delegated to the headteacher who will report to the staffing committee and chair of governors on a regular basis.

### **Shortlisting**

A selection panel to shortlist candidates (other than Head or Deputy Head) will include the Headteacher.

### **Advertising – Staff Other than Head or Deputy Head**

Unless the governors decide to appoint to the vacancy a person already employed to work at the school, they must advertise the vacancy as they think fit.

### **Headteacher and Deputy Headteacher**

Arrangements for the appointment for these posts to be made/agreed by the full Governing Body in accordance with Staffing Regulations.

### **Policies and Procedures**

The Staffing Committee is responsible for producing, approving and monitoring the application of policies on personnel-related matters.

### **Meetings**

- Committee meetings will be held on an as required basis but at least twice a year.
- Minutes will be circulated to members within seven days of the meeting, and presented with the agenda for the next full governors meeting.
- The Chair of the Staffing Committee will report the work of the committee to the regular meetings of the governing body.
- The committee will liaise with such other committees and invite members of other committees to attend its meeting as should be deemed appropriate.
- Any matters which may be in conflict with the work of another committee must be referred to the Governing Body.

Note:

The procedures agreed for inclusion in these terms of reference must take into account other policies and procedures on personnel issues that the governing body have agreed and adopted as well as any priorities included in the School Improvement Plan.

## 6. Pay Review Panel

### ***Draft:***

This committee meets twice a year, Once in October to review teaching staff pay and once in May to review Support staff pay. These meetings are confidential and report directly to the FGB. The minutes of these meetings are taken by members of the committee. The headteacher reports to the committee the findings of the current round of performance management making recommendations where necessary regarding staff pay progression.

The panel also meets following the Performance Management Governors meeting with the college School Improvement Partner.

Conclusions to these meetings are reported to the colleges HR manager for implementation.

## 7. Appeals

If any member of staff wishes to appeal against the decision of the Staff Pay Committee, notification should go to the Chairman of the Governing Body, with a copy to the Clerk, within 10 days of a decision being made.

In such circumstances the Governing Body will convene an appeals panel (at least three governors who were not involved in the original decision) and will normally give the appellant at least 10 working days notice of the date of the Pay Appeal hearing. The appellant has the right to see all relevant papers and to be accompanied/ represented by a friend or trade union/association representative.

The decision of the Appeal Committee will be final.

## 6. Head Teacher Performance Management Committee

- a) The committee will have three members drawn from those Governors eligible for the role. In addition, one Governor will be appointed to deal with any appeals. (Review Officer).
- b) To meet annually to review and set performance targets for the Headteacher. It will meet termly to review progress.
- c) To appoint an external adviser to the committee.
- d) To report to the Governing Body that steps b and c above have been undertaken.

## **8. Discipline Committee (Students)**

The Clerk to the Committee cannot be a Governor at the college, a member of the Committee or the Headteacher.

The Headteacher is statutorily responsible for determining measures to secure good behaviour. The Governors have powers to draw up a written statement of general principles and to provide specific guidance to the Headteacher on particular disciplinary matters. The Headteacher is responsible for putting any general principles set out by the Governors into practice and for dealing with individual cases.

The use of corporal punishment is forbidden.

## **9. Exclusions**

The Headteacher is the only person with the power to exclude a Student from the college. In his absence, the most senior teacher has the right to exclude a Student from college. The Chairman of Governors should be informed of the exclusion.

A Student may not be suspended for an indefinite period; suspension must be for a fixed term or permanently.

1. It is the duty of the Headteacher:
  - i) where he excludes a Student the parent should be informed immediately followed up by a letter within one college day of the exclusion and the reason for it;
  - ii) in exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion. In such cases the Headteacher must write again to the parents explaining the reasons for the change;
  - iii) where a Student is excluded, the parent of the Student must be informed that representations about the exclusion can be made to the Discipline Committee;
  - iv) where he excludes a Student for more than 5 days in aggregate in any one term, he shall inform the Discipline Committee without delay of the period of the exclusion and the reason for it. Similarly, this action should take place if the exclusion is made permanent;
  - v) where he excludes a Student permanently and that decision is upheld by the Discipline Committee, as soon as it is reasonably practical, to inform the LEA of the decision by notice in writing.
2. Where a Student is excluded for less than 5 days in aggregate, the Discipline Committee must consider any representation made by the parent.
3. It is the duty of the Discipline Committee, where they have been informed of the permanent or fixed term exclusion of a Student for more than five days in aggregate:
  - i) to consider whether the Student should be reinstated immediately, reinstated by a particular date or not reinstated;
  - ii) where they consider he should be reinstated, to give the appropriate direction to the Headteacher;
  - iii) where they consider that he should not be reinstated to inform the parents of their decision.

4. *Procedures*

On receiving notice of an exclusion from the Headteacher, the Clerk or Chair:

- a) must, in the case of one or more fixed period exclusions totalling 5 college days or less in any one term, consider any representations from the parent. If representations from the parent are received they must convene a meeting to consider the representations, although they cannot direct reinstatement;
- b) must in the case of one or more fixed period exclusions totalling more than 5 but not more than 15 college days in any one term, convene a meeting between the 6<sup>th</sup> and 50<sup>th</sup> college day after receiving the notice of exclusion, to consider the exclusion, if the parent requests a meeting;
- c) must in the case of a permanent exclusion, or one or more fixed period exclusions (including lunchtimes) totalling more than 15 college days in any one term, convene a meeting between the 6<sup>th</sup> and 15<sup>th</sup> college day after the date of receipt to consider the exclusion; The governing body/management committee must comply with the statutory time limits but are not relieved of their obligation to carry out the relevant duty if they fail to comply. Accordingly their decision will not be invalid simply on the grounds that it was made out of time
- d) must invite the parent, Headteacher and an LEA officer to the meeting at a time and place convenient to all parties (within the statutory time limit);
- e) should ask for any written statements (including witness statements) in advance of the meeting;
- f) should circulate in advance any written statements (including witness statements) and a list of those who will be present at the meeting to all parties;
- g) \*where a short exclusion of up to 5 days causes the Student to miss a public examination the Chair may consider reinstatement if the Disciplinary Committee is unable to meet before the examination date

*\*secondary colleges only*

The Discipline Committee should normally allow the excluded Student to attend the meeting and speak, if the parent requests this. They should allow the parent to be accompanied by a friend or legal representative at their request.

5. It is the duty of the Headteacher where he has excluded a Student to comply with any direction for the reinstatement of the Student given by the Discipline Committee.
6. It is the duty of the Discipline Committee to inform parents of a Student who has been excluded permanently of their right to appeal against the decision.

10. **Staff Discipline/Dismissal**

**Disciplinary Procedure and Conduct where the function of dismissal has not been delegated to the headteacher under The Staffing Regulations 2003 or in the case of Discipline, where the Headteacher has had detailed prior involvement.**

1. *Preliminary Investigations*

Where an employee's conduct or standard of performance is called into question, the Headteacher or other manager shall conduct such investigation as he/she considers necessary. If it is considered that formal disciplinary action needs to follow, he/she shall arrange for a disciplinary hearing in accordance with the procedure.

Formal disciplinary action will not be taken against an employee without prior investigation, other than in exceptional circumstances.

An employee may be suspended from duty by the Headteacher or Chair of Governors pending the disciplinary hearing in exceptional cases. Suspension may only be lifted by the governing body/Chair of Governors.

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

2. *Clerking*

Minutes of meetings of the Staff Disciplinary/Dismissal Committee will be taken by a person who is not a governor of the college, not a member of the Committee and not the Headteacher.

3. *Disciplinary Hearing*

- i) The hearing will be before the Staff Disciplinary/Dismissal Committee and the Headteacher may attend to give advice. Any member appointed to this committee will not be permitted to participate in any meeting to consider an appeal connected with the same case. The Headteacher may not participate in an appeal – the Headteacher has the same rights to attend for the purpose of giving advice.
- ii) The employee will be given ten days notice in writing of the date, time and place of the disciplinary hearing. The employee will be informed of the nature and details of the alleged misconduct and be told of his right to be accompanied at the hearing by a representative of his choice. The employee shall have the right to call witnesses and be supplied with the copy of any written report which is to be considered. He shall be given an indication of the possible penalty which could be imposed should the allegations be found to be substantiated.
- iii) No later than three clear days before the hearing, the employee will give the name and status of his representative and may submit a written statement. The employee will be informed of who will conduct the hearing and the names of any witnesses to be called.
- iv) At the hearing the employee or his representative may:
  - address the person conducting the hearing;
  - be questioned on the statements made by or on behalf of the employee;
  - question the officer presenting the case to the Governors.
- v) Witnesses may be called by either party and opportunity will be given for them to be questioned. Witnesses on either side will be kept to the minimum necessary.
- vi) The Staff Disciplinary/Dismissal Committee should consider its decision in private except for the presence of the Clerk to the Governors or other suitable person taking minutes.
- vii) The decision of the committee will be given within five days of the hearing. If the decision is given at the end of the hearing it will be confirmed in writing within five days. The letter will state the grounds for the decision, confirm that the employee has the right of appeal and state how this can be exercised.
- viii) Any records or minutes relating to disciplinary proceedings should be carefully safeguarded and kept confidential. Should any disciplinary action in the event be found to be unwarranted, any written reference should be removed from the employee's personal file and the employer notified accordingly.

- ix) If the decision is to dismiss the employee for gross misconduct, the employee will be summarily dismissed; otherwise he will be given the notice required in his conditions of service and contract employment.

### **Appeal**

An employee has the right to appeal against any disciplinary action taken against him/her.

## **9. Staff Discipline Appeals Committee (We do not currently have this committee)**

The clerk to the committee must be a person who is not a Governor of the college, an associate member of the governing body or Headteacher.

### **Procedure**

1. The appeal meeting must be in private and minuted.
2. The teacher may appeal in writing to the Chairman of Governors within five working days of receiving the committee's written decision.
3. The hearing should normally take place within fifteen working days of the receipt of the appeal and the teacher shall be given at least seven days notice in writing of the appeal hearing.
4. The teacher shall be entitled to a personal hearing, with the assistance of a friend if he/she wishes, to call witnesses in his/her defence and to question any witness bringing evidence against him/her.
5. The Appeal Committee may:
  - accept the appeal and remove the penalty imposed;
  - accept the appeal and impose a lesser penalty;
  - reject the appeal and confirm the penalty imposed or, exceptionally, increase the penalty.
6. All appeals shall be heard in private except when otherwise directed by the Governing Body, but any member of the Council of Tribunals may attend as an observer any meeting of the Appeal Committee at which an appeal is considered.
7. The Appeal Committee's decision will be confirmed to the parties concerned in writing within five working days. The decision will be final.

## **15 Governing Body Instrument:**



## **16 A Memorandum of Understanding between Headteachers and Chairs of Governors**

### **The purpose of this document**

There is a correlation between an effective governing body and a successful school. Effective governing bodies have confidence and respect for the professionalism of those working in the school. The professional staff values the challenge and support that an effective governing body provides. An understanding of the dynamic relationship between governance and management contributes to the creation of a partnership in which vision and values are shared and the focus on school improvement comes to life.

“The governance of the school is excellent. The governors have an excellent knowledge of its work and play a significant part in its development. They are very well organised and effective. The governors, leadership team and all members of the school's staff are a cohesive team and their combined efforts have created a happy, caring, hard-working ethos in which pupils and adults flourish.”

*OFSTED Report, Great Sampford Primary School, October 2005*

“The school and headteacher have a clear vision for the school which is shared and supported by the staff and the governing body. Governance is good. Governors are well informed and share and promote the ethos of the school. They have good links with individual departments and review effectively the progress of the school in key areas.”

*OFSTED Report, St John Payne Catholic Comprehensive School, October 2005*

Every school and every governing body is different and until now there have been no guide-lines to underpin the relationship between the governing body and the headteacher, and specifically, the relationship between the chairman and the headteacher. This document seeks to pull together some general principles, supported by best practice, that will provide the basis for an agreed protocol.

This Memorandum of Understanding has been created by the Essex School Governors Association, with assistance from Essex Governor Services. In addition, it has been discussed by and consulted upon with Association of Secondary Heads in Essex (ASHE), Essex Primary Heads Association (EPHA), Association of Special Education Senior Managers in Essex (ASESME), National Association of Headteachers (NAHT), and National Governors Association (NGA).

## **The role of the governing body in school improvement**

The role of the governing body is of paramount importance in ensuring the success of any school.

All members of the governing body have skills which can enhance the improvement of the education for our young people. It is the sum total of these skills which, when channelled in the right direction, is most successful. The impact of a successful partnership between governance and management has been recognised by OFSTED:

“Where governance and the overall leadership and management of the school are good, the school is characterised by its focus and direction.”<sup>1</sup>

**“The school is very well led and managed at all levels. One of its significant strengths is the teamwork of staff and governors, which leads to a clear agenda for the school's future development, and a shared commitment to ensuring that all pupils do their best.”**

***OFSTED Report, Oaklands Infant School,***

“Governors are committed, know the school well, and challenge management appropriately. Self-evaluation is good and self-critical. It provides an accurate analysis of the school's strengths and weaknesses.”

*OFSTED Report, Moulsham High School, January 2006*

“Governors are very well informed about the school's performance and are closely involved in its work. They are expertly led and fulfill their responsibilities well. All statutory requirements are met.”

*OFSTED Report, Great Baddow High School, December 2005*

## **Mutual expectations**

Respect and trust are essential ingredients for both the professionals and the volunteer governors. These are qualities which take time to build up, and should be founded on the values set out by the Committee on Standards in Public Life (initially known as the Nolan Committee) as the Seven Principles of Public Life. The Seven Principles are set out in full in our handbook, section 3

It is widely acknowledged as essential and in the best interests of the school that both the headteacher and the chairman clearly recognise their individual roles. The headteacher is the professional who manages the school, including all staff and pupils. The chairman is the professional volunteer who, by being removed from the day-to-day running of the school, but with knowledge of the school and the community in which it is sited, is able to have an oversight for strategic decisions. As volunteers, however, governors are not line managers, and should not interfere with the day-to-day management of the school.

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<sup>1</sup> The Work of School Governors, OFSTED 2002

## Understanding the respective roles

The role of the governing body is to work corporately in order to:

- provide a strategic direction for the work and improvement of the school;
- support, monitor and evaluate the effectiveness of the school
- ensure accountability for the standards achieved and the quality of education.<sup>2</sup>

“The governing body provides very good support to the school. Governors have designated areas of responsibility and increasingly have acted as critical friend to the school.”

*OFSTED Report, Notley High School, March 2006*

“The governing body provides good challenge and support. They know the school well and are fully involved in planning improvements. Finance is managed well with good oversight and regular audits. The school provides good value for money.”

*OFSTED Report, The King John School, December 2005*

As legislation continues to give more responsibility to governing bodies, governor training is essential in supporting the practical implications of this threefold role. OFSTED do look at the school’s records of governor attendance at training.

The chair of governors is pivotal in ensuring that the governing body meets the challenge of each of these aspects of their role. This will include:

- giving a clear lead in organising the governing body’s work;
- delegating roles and ensuring other governors are fully involved;
- managing meetings effectively;
- keeping all other governors fully informed;
- co-operating with other agencies to support school improvement;
- holding regular meetings with the headteacher.

In summary, “The most effective chairs of governors galvanise the rest of the governing body into action”.<sup>3</sup>

“The school is well led and managed and there is close and effective team work between all staff and the governing body. Under the guidance of knowledgeable and highly experienced chairmanship, the governing body has clearly identified areas for improvement and has set very challenging targets for the school to meet.”

*OFSTED Report, Terling C of E VA Primary School*

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<sup>2</sup> Taking the Chair, A Development Programme for Chairs, Vice-Chairs and Chairs of Committees of Governing Bodies created by the DfES, The Eastern Leadership Centre and the National College for School Leadership

<sup>3</sup> Making it Better, Improving School Governance, OFSTED 2001

The chair has few powers as an individual. Chairman's action, for example, is appropriate only in a limited number of extreme circumstances. The chair is not the headteacher's line manager. The head is not accountable to the chair but to the governing body as a whole.

In Essex all headteachers exercise their right to be a member of the governing body and so will contribute to effective and efficient corporate working practices. In addition, the head, and often other senior members of staff, will be the governing body's principal professional advisors.

"The leadership and management of the school are outstanding. The headteacher provides a very strong lead for staff and governors, and sets clear and high expectations.

The headteacher, staff and governors have a very secure knowledge of the school's relative strengths and weaknesses, and their own evaluation of the school's life and work closely reflects the inspection findings."

*OFSTED Report, Hilltop Infant School*

"Governors are well informed and supportive of the schools' mission. They have a clear understanding of their role in monitoring and evaluating the work of the school."

*OFSTED Report, The James Hornsby High School, January 2006*

There is, however, a very particular relationship between the head and the chair. Headteachers attending a DfES workshop on Sharing Strategic Leadership had the following expectations of their chair of governors:

- a commitment to the school;
- the chair would act as a sounding board for new ideas;
- an understanding of the loneliness of headship;
- a critical friend who is prepared to challenge;
- an understanding of the difference between governance and management;
- the chair would lead and develop the governing body;
- a respect for confidentiality.<sup>4</sup>

Chairs have likewise expressed their expectations of the headteacher:

- a commitment to the governing body;
- a professional commitment;
- the head will value the contribution of the governing body as a whole and also that of individual governors;
- a shared vision;
- a good working relationship with the chair;
- bringing ideas to the governing body for discussion and evaluation;

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<sup>4</sup> Summarised from the comments of headteachers attending a DfES workshop on Strategic Leadership and quoted in full in *Taking the Chair*

- effective communication;
- an understanding of confidentiality.<sup>5</sup>

## **Confidentiality**

Both heads and chairs cite the importance of a shared understanding of and a respect for confidentiality. On occasion the head may share information with their chair that they will expect to be kept confidential. This might include:

- personal information about the head;
- ideas that are in a very early stage of development;
- confidential information which the head wishes to share, using the chair as a sounding board.

This expectation of confidentiality should be within the context of the corporate nature of the governing body and any agreed procedures for information sharing and discussion.

There may be times when heads and chairs discuss financial or personnel matters in their regular meetings. In these matters, the protocols of corporate governance will apply, i.e. no member of the governing body may refer to such matters outside the meeting. This also includes how individuals voted and how decisions were reached – nothing beyond the minutes of the meeting may be disclosed.

## **Practical and organisational issues**

The frequency and timing of full governing body meetings is a democratic decision made by all governors. It is not in the gift of either the head or the chair to make that decision, but when scheduling meetings, due regard should be given to the headteacher's work/life balance.

Under current regulations (February 2006) there are no statutory committees to be set up. This gives the governing body the freedom to set up only the committees or working parties which it needs in order to work effectively. There are, however, some activities which require the appointment of a committee, for example, pupil exclusion. There are also other processes which provide for an appeal, making it inappropriate for the whole governing body to make the initial decision. The head is usually an ex-officio member of committees or working parties. All committees or working parties should have terms of reference agreed at the outset, renewed annually and within the context of the governing body's standing orders. Mindful again of the head's work/life balance, it is good practice for the governing body to delegate decision-making responsibilities to committees, individual governors as well as the headteacher so that the discussions relating to these decisions are not revisited at the full meetings of the governing body. In full governing body meetings, therefore, committee decisions should be reported and these decisions ratified, so that a major part of the meeting can be dedicated to strategic issues.

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<sup>5</sup> Summarised from the comments of chairs attending a DfES conference and quoted in full in Taking the Chair

Governors, including the chair, should be fully aware that they may not enter the school without the knowledge and approval of the headteacher. There are no set rules for the frequency of such visits, but there must be a specific, valid reason for going into the school. The chair will meet with the head on a regular basis, but should not assume that a daily visit is either acceptable or wise. As a general guidance, the headteacher will usually appreciate weekly contact with the chair by phone, email or a visit. At no time should any governor divert the head or his/her staff from their duties.

Increasing legislation and growing workloads mean that heads and their staff can be under significant pressure. The governing body has a duty of care to its staff and a specific responsibility for the headteacher's work/life balance. Chairs should use their regular contact with the head to monitor, and if necessary take steps to address, this issue.

### **Avoiding problems**

Although the chair of governors should have a close working relationship with the headteacher, it should never cloud his/her judgement or impartiality, nor should the relationship be such that other governors feel excluded from important discussions.

The relationship between the headteacher and the chairman is of such importance that if this relationship is not open and free of personal friction there is a likely impact on the school. Both partners must recognise the differing nature of the important tasks they have to fulfil. The chairman, for example, is in the unique position of knowing far more about the school than anyone else. Knowledge can power, this power must not be used to be dictatorial or to usurp the headteacher's role, but rather to inform the chair's role as the 'wise friend'.

Should serious difficulties arise, then the headteacher has a professional association or the Local Authority to turn to. Chairs can also use the resource of the Local Authority and seek support and advice from the Essex School Governors' Association Mentor Scheme for Chairs of Governors<sup>6</sup>.

Should, at any time, the chair have concerns regarding actions being taken within the school he/she should report it only to the head. If other governors have concerns regarding the professional behaviour of the head, then they should notify the chair. The chairman may then wish to seek guidance from the Local Authority or ESGA. Under no circumstances should these concerns be made public.

### **Conclusion**

People become governors for a variety of reasons but a common interest in the future of our country through education is a consistent strand. By working together in a team we can improve the potential of our work-force.

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<sup>6</sup> For further information please contact a member of the Essex School Governors Association executive

This document has now been widely consulted upon and can therefore be used in any way that heads and chairs think suitable for and supportive of their working practices.

## **17. Draft: Governor Yearly Planner**

References are made to: [www.governornet.co.uk](http://www.governornet.co.uk)

### **TASKS**

#### **General**

#### **On a regular basis**

#### **Task Status: Key Task**

#### **Monitor College improvement plan**

The College Improvement Plan (CIP) is central to the efforts of the governing body and leadership group to raise standards in the college. This plan helps to set out the development and improvement objectives for the college and the timelines, milestones and resources required to achieve them. The GovernorNet article, *College Improvement and Development - Overview* provides background information on college development planning including example plans. The DfES Standards Site is a key resource for helping governors monitor the college improvement plan.

#### **Organise support and training for governors**

The GovernorNet articles, *Governor Training - Overview* and *Governor Support and Resources - Overview* provide detailed information on support and training for governors.

Your LA should provide a portfolio of training that governors can access to help them carry out their duties effectively. There is a range of other organisations and opportunities for governor and clerk training. The college's delegated budget is the primary source of funding for governor training and clerking a governing body should make provision for this from its budget.

- Many governing bodies nominate a link governor specifically responsible for identifying and co-ordinating the training needs and programme for governors. Bucks County Council's website contains guidance on the role of the link governor.

### Arrange governors' visits to the college

Governors' visits are an important feature of the role of the governing body as they provide a range of opportunities for governors to:

- get to know staff and pupils in a relaxed environment
- monitor college improvement priorities in action
- develop a first-hand understanding of issues facing the college
- show themselves as part of the college community
- demonstrate with action, their role as critical friend

It is recommended that governors develop a plan for visits through the college year and regularly monitor the results to aid in the college improvement review process. There are resources to support planning and evaluation of governors visits on the Hampshire LA website.

The GovernorNet article, *Governors Visits to the College - Overview* provides additional information.

### Curriculum area reports

The college curriculum comprises all learning and other experiences that each college provides for its pupils. For maintained colleges (except special colleges established in a hospital) this includes the National Curriculum, religious education, collective worship, sex education and careers education (secondary colleges).

The responsibility for the curriculum is shared between the head teacher, the governing body, the LA and the Secretary of State. Governing bodies may choose to delegate certain responsibilities to committees or governors. These might include:

- Individual curriculum subjects
- Literacy
- Numeracy
- Religious education, sex education, drug education
- Careers guidance
- Ensuring the absence of political bias in teaching

Regular reports of activity, visits, progress and issues in each of these areas will be useful in helping with the college improvement plan. These reports will be structured in line with the terms of reference for the committee or area of interest.

The GovernorNet article *Curriculum - Overview* provides access to detailed information on governors' responsibilities in relation to the Curriculum.

### Committee meeting

### **Establishment of committees**

The governing body must determine the membership and proceedings of any committee. The governing body must also review the establishment, terms of reference, constitution and membership of any committee annually. The membership of any committee may include associate members, provided that a majority of members of the committee are governors. Each committee must have a chair, who is either appointed by the governing body or elected by the committee. The governing body may remove the chair of a committee from office at any time.

The following functions can be delegated to a committee, but cannot be delegated to an individual:

- functions relating to the alteration, discontinuance or change of category of maintained colleges
- functions relating to the approval of the first formal budget plan of the financial year
- functions relating to college discipline policies
- functions relating to the exclusion of pupils (except in an emergency when the chair has the power to exercise these functions)
- functions relating to admissions

The governing body cannot delegate any functions relating to:

- the constitution of the governing body (unless otherwise provided by the Constitution Regulations)
- the appointment or removal of the chair and vice-chair;
- the appointment of the clerk
- the suspension of governors
- the delegation of functions
- the establishment of committees

Any individual or committee to whom a decision has been delegated must report to the governing body in respect of any action taken or decision made. The governing body can still perform functions it has delegated; this enables the governing body to take decisions on matters that are discussed at meetings on functions that have been delegated. For instance, the governing body can decide to move ('vire') money from one budget heading to another in light of changing circumstances, even if the function of approving and monitoring the budget has been delegated to a committee.

### **Committees of governing bodies – application of this part of the regulations to staffing functions**

This section does not apply to committees established by the governing body to deal with most staffing functions that affect individual members of staff, rather than the

college staff as a whole. The delegation by a governing body of its functions relating to the appointment and dismissal of staff, staff grievance, capability, conduct, discipline and suspension matters are covered in Chapter 9 of the *Guide to the Law*.

For access to detailed information on the operation and terms of reference of governing body committees, see the GovernorNet article - *Committees of the Governing Body – Overview*.

**Task Status: Statutory**

**Write new policies/review existing policies**

Annex 3 of *A Guide to the Law for College Governors* outlines the policies that are required or recommended to be in place. This list has been extended by recent changes in legislation and now includes required or recommended policies on:

- Accessibility
- Admissions (where the governing body is the admissions authority)
- Attendance targets
- Charging (for educational activities)
- Child protection
- Collective worship
- Complaints
- Curriculum
- Freedom of Information and publication scheme
- Governors allowances/expenses
- Health and safety (there are some differences in approach between Community/VC and VA/Foundation colleges)
- Home-college agreements
- Performance management/staff appraisal
- Pupil discipline (including anti-bullying)
- Race equality
- Sex education
- Special educational needs
- Staff discipline and grievance
- Target setting
- Teachers pay

In addition, governors may wish to implement local policies to reflect local needs and circumstances.

Follow the link below to view Annex 3 with notes on available guidance and examples of good practice in relation to policies.

It is recommended that governors review all their policies on an annual basis giving particular attention to changes in legislation and their impact on existing policies and the requirement for new ones.

The National College for College Leadership (NCSL) provides a growing range of example policies.

## **Complete Self-Evaluation Form**

Rigorous college self-evaluation is the starting point for planning, inspection and relations with the maintaining authority, including the dialogue with the college improvement partner. The leadership group should take the lead in carrying out self-evaluation, involving the governing body throughout the process. The final judgements, which can be recorded on the Ofsted self-evaluation form, and the college plan arising from the self-evaluation process, should be agreed and signed off by the governors. It is expected that at least once a year the governing body would want to see and agree the self-evaluation form.

## **Complete the College Profile**

Governing bodies of maintained colleges, except maintained nursery colleges, are required to complete a College Profile every year from the academic year 2004–05. Although Profiles include data from November each year, this will not be validated until early in the spring term, so colleges may wish to wait until then before completing their Profiles.

## **Complete Special Educational Needs report**

The governing body has a range of responsibilities in relation to the support provided for children with special educational needs. These responsibilities are outlined in chapter 7 of *A Guide to the Law for College Governors*.

As part of these responsibilities, the governing bodies of ordinary (non-special) colleges must report to all parents annually on their policy for pupils with special educational needs. The GovernorNet article - *Children with Special Educational Needs - Overview* provides detailed information and links to the Teachernet SEN website which provides extensive support information. The Bucks County Council website contains a range of helpful information relating to SEN policy, the SEN governor and the role of the governing body in supporting children with SEN.

## **Governing Body Meeting**

## **Convening governing body meetings**

The governing body is best placed to decide how often and for how long they need to meet in order to perform their functions effectively. Each governing body must however hold at least three meetings per college year. Many governing bodies meet more often and this is up to the governing body to decide.

Meetings are convened by the clerk who takes directions from the governing body and the chair. Any three members of the governing body can request a governing body meeting by giving written notice to the clerk that summarises the business to be conducted. The clerk must convene a meeting as soon as is practicable.

The clerk must give each governor, associate member and the head teacher (if not a governor) written notice of a meeting, a copy of the agenda and any papers to be considered at the meeting, at least seven days before the meeting. If the chair considers that there are matters that demand urgent consideration he/she can determine a shorter period of notice, but the period of notice must be at least seven days if the removal of the chair, the suspension of any governor, or a proposal to close the college are to be considered.

## **Quorum for governing body meetings**

The quorum for any governing body meeting and vote must be one half (rounded up to a whole number) of the complete membership of the governing body (excluding vacancies). For example; if the full membership is 15 and there are 3 vacancies, then the quorum for a governing body meeting is 6 governors, (one half of 12).

## **At any time in the year**

### **Task Status: Key Task**

## **Complete asset management plan**

Asset Management Plans (AMPs) are key elements in ensuring that capital funding and existing assets are used as efficiently and effectively as possible in raising educational standards.

Your LA will take the lead in working with your college and all other colleges in the authority area to develop an integrated AMP. Detailed guidance on AMPs is available on the TeacherNet from which the principal role of governors and head teachers has been reproduced below:

The role of colleges (governors and head teachers) in developing asset management plans:

- identifying, in consultation (where relevant) with diocesan bodies, college priorities in the context of their College Development Plan (SDP), and making clear what outputs, either physical or educational, will be achieved in meeting those priorities
- contributing to the development of Authority-wide priorities
- acting as the responsible custodian of the premises

- planning, budgeting and managing projects for which they are responsible, including those in Foundation and Voluntary Aided (VA) colleges, those covered by devolved or formula funding and those which are self-financed, in line with agreed AMPs
- carrying out some monitoring of PPP service delivery as agreed with the Authority (and where relevant)
- assessing the contribution that capital investment makes to the attainment of pupils
- co-operating in the preparation of the AMP

### Induction of new governors

A structured approach to introducing new governors to the role of the governing body plays an important part in enabling new governors to feel part of the governing body and to make an early contribution.

LAs normally provide governors' induction training which new governors should be encouraged to attend. Your link governor (if you have one) may be able to co-ordinate this training or you may consider appointing a buddy or mentor from within the existing governor team.

In addition, you may wish to develop a framework for introducing new governors to the governing body, the college and the ways in which they can contribute. The West Sussex Grid for Learning website contains useful tips on new governor induction.

### Review child protection policy

All colleges should have procedures for handling suspected cases of child abuse, in accordance with local Area Child Protection Committee (ACPC) procedures. Colleges should have a designated senior teacher with responsibility for child protection together with a nominated governor. Colleges should also have a child protection policy that is reviewed annually.

Section 175 of the Education Act 2002 introduced a duty on LAs and governing bodies of maintained colleges to have arrangements to ensure that they exercise their functions with a view to safeguard and promote the welfare of children and to have regards to guidance issued by the Secretary of State. Essentially this duty requires governing bodies and LAs to have appropriate child protection procedures.

As part of these procedures, it is important that college staff do not themselves investigate cases of suspected abuse. That is the responsibility of the police and social services. Advice is available from a number of sources including:

- DfES/0027/2004 – Safeguarding Children In Education
- Chapter 9 of the *Guide to the Law* which provides information on vetting applicants and volunteers
- Chapter 15 of the *Guide to the Law* which provides information on Health and Safety, including child protection

- GovernorNet's model policies page contains an example child protection policy that governors may find helpful.

## **Task Status: Statutory**

### **Appoint clerk**

The governing body is required to appoint a clerk to carry out certain functions at meetings of the full governing body. The clerk may not be a governor, an associate member of the governing body or the Head teacher of the college.

The clerk needs to work effectively with the chair of governors, the other governors and the head teacher to support the governing body. The clerk should be able to advise the governing body on constitutional and procedural matters, duties and powers. The clerk is accountable to the governing body.

There is a national training programme for clerks. Governors may wish to ensure that their clerk has received, or is planning to receive this training.

The GovernorNet articles below provide more detailed information on the role/job description of the clerk and on the national training programme.

The Overview article - *Clerk to the Governing Body - Overview* provides more detailed information.

### **Review the delegation of functions and committee structures**

A governing body can delegate any of its statutory functions to a committee, a governor or to the head teacher, subject to prescribed restrictions. The governing body must review the delegation of functions annually.

The governing body can not delegate any functions relating to:

- the constitution of the governing body (unless otherwise provided by the Constitution Regulations)
- the appointment or removal of the chair and vice-chair
- the appointment of the clerk
- the suspension of governors
- the delegation of functions
- the establishment of committees

There are certain functions that may only be delegated to a committee (rather than an individual):

- functions relating to the alteration, discontinuance or change of category of maintained college
- functions relating to the approval of the first formal budget plan of the financial year
- functions relating to college discipline policies
- functions relating to the exclusion of pupils (except in an emergency when the chair has the power to exercise these functions)
- functions relating to admissions (where these apply)

The governing body must determine the membership and proceedings of any committee and must review the establishment, terms of reference; constitution and membership of any committee annually (see also task *Review Terms of Reference of Committees*). The governing body must appoint a clerk to each committee. The clerk may be a governor but cannot be the head teacher of the college.

The quorum for any committee and for any vote must be three governors who are members of the committee, or more, as determined by the committee. This effectively sets a minimum number of governors required to serve on any committee.

Governors may find it useful to establish standing orders to help with the process of reviewing delegation of functions and committee structures.

## Review terms of reference of committees

There is no longer a statutory requirement to delegate any responsibilities to committees. However, where governing bodies choose to delegate functions to a committee or committees, they have a statutory duty to review the delegation and functions of these committees on an annual basis. As part of this duty the governing body is required to review the terms of reference of its committees.

Suffolk County Council's website contains practical guidance on terms of reference including example Terms of Reference for a number of committees and roles.

## Autumn Term

### Task Status: Key Task

## Set dates of meetings for the year

It is good practice to set dates for meetings of the full governing body for the coming academic year where this is possible. Some governing bodies also fix certain agenda items for each meeting in line with their review cycle for the year.

By logging on to GovernorNet, governors can create their own online year planner, scheduling these tasks, meetings and other events into the calendar to meet local plans and availability.

## Set objectives for the governing body for the year

The governing body has a general responsibility for the conduct of the college with a view to promoting high standards of educational achievement. Within this general responsibility are specific tasks that will form the core of the governing body's activities through the year including:

- setting appropriate targets for pupil achievement
- ensuring equality of opportunity for pupils and staff
- managing the college's budget
- making sure the curriculum for the college is balanced and broadly based
- reporting assessment and examination results
- supporting a healthy and safe learning environment
- aspects of staffing and staff management procedures
- systems for supporting children with special educational needs
- monitoring the resourcing and delivery of the college improvement plan

Whilst these topics may form the basis from which the governing body will identify its particular objectives for the year, the governing body also has the power to innovate whereby "any governing body which is prevented by any education legislation from implementing an innovative idea for raising standards can apply to the Secretary of State (until 30 September 2006), following consultation with relevant bodies, to vary legislation for a pilot period."

With this in mind, and in addition to their statutory duties, the governing body may wish to set a series of objectives that they wish to achieve during the academic year. In setting objectives the governing body should aim to make them "SMART":

- Specific - each objective should focus on a well defined issue or opportunity
- Measureable - the objective should be linked to measureable parameters so that the impact of the improvement can be quantified
- Achievable - the governing body should have the resources and ability to achieve the objective within the timescale allowed
- Relevant - the focus of the governing body should be on topics that fall within their responsibility and contribute to the overall goal of the governing body
- Time-bound - it should be possible to define the beginning and end of the effort to achieve the objective

### **Review public examination results / national tests**

As part of the governing body's focus on raising educational achievement it is important to review pupil performance in national assessments and public examinations. The governing body should do this by accessing RAISE online.

RAISEonline (Reporting and Analysis for Improvement through College Self-Evaluation) is a web-based interactive tool developed by Ofsted and the DfES to replace the Performance and Assessment (PANDA) report and the Pupil Achievement Tracker (PAT).

RAISEonline provides a single convenient point of access to data and analyses. It provides users with a wide range of analytical information to support the review of performance data in greater depth as part of self evaluation and target setting. Users will also be able to drill-down from the college level performance information in the current PANDA to see how individual pupils have contributed to this performance.

### **Approve college improvement plan**

The College Improvement Plan (SIP) forms a key part of the governing body's drive to raise educational achievement.

The plan is normally drawn up by the leadership group at the college and should reflect the key priorities of the college on a 2-3 year timescale, identifying areas for improvement, actions to be taken, resources required and the means by which the impact of improvement will be measured.

In approving the SIP, the governing body may wish to consider the plan in the context of RAISEonline. In addition, it can be helpful to carry out an annual self-evaluation to help ensure that the plan remains relevant to changing circumstances (priorities and resources).

The DfES Standards website contains useful information on college improvement including an outline planning cycle.

The GovernorNet overview article, College Improvement and Development provides additional information.

### **Receive head teacher's report**

The head teacher's report forms an essential part of the information that the governing body needs and uses in evaluating the ongoing impact of their activities and the status and success of the college.

There are no national guidelines on the format or content of the head teacher's report. The report will most likely reflect the specific circumstances of the college and the management style of the head teacher and senior management team.

Governors may find it helpful if the report aims to achieve two things:

- Management accountability - information that helps the governing body assess the current status of key aspects of the college such as finance, staffing and standards of achievement
- Supporting decision making - information that enables the governing body to be better informed in relation to decisions that it needs to make

**Task Status: Statutory**

### **Elect chair and vice-chair (and schedule next election)**

The governing body must elect a chair and vice chair. There are no longer regulations prescribing this process although those standing for election should withdraw from the meeting when a vote is taken. Governors who are paid to work at the college, e.g. the head teacher and staff governors, and pupils at the college can not be elected chair or vice chair.

The governing body should also decide on the term of office before holding the election. The minimum term is one year and the maximum four years, however, the term of office can not extend beyond the successful candidate's term of office as a governor.

When the office of chair or vice chair is vacant, the governing body must elect a new chair or vice chair at its next meeting.

Chapter 3 of *A Guide to the Law for College Governors* provides additional information.

### **Decide committee structure, membership and terms of reference**

Although no longer required to do so, a governing body can choose to delegate any of its statutory functions to a committee, a governor or to the head teacher, subject to prescribed restrictions. The governing body must review the delegation of functions annually.

The governing body can not delegate any functions relating to:

- the constitution of the governing body (unless otherwise provided by the Constitution Regulations)
- the appointment or removal of the chair and vice-chair
- the appointment of the clerk
- the suspension of governors
- the delegation of functions
- the establishment of committees

There are certain functions that may only be delegated to a committee (rather than an individual):

- functions relating to the alteration, discontinuance or change of category of maintained college
- functions relating to the approval of the first formal budget plan of the financial year
- functions relating to college discipline policies
- functions relating to the exclusion of pupils (except in an emergency when the chair has the power to exercise these functions)
- functions relating to admissions (where these apply)

The governing body must determine the membership and proceedings of any committee and must review the establishment, terms of reference, constitution and membership of any committee annually. The governing body must appoint a clerk to each committee. The clerk may be a governor but cannot be the head teacher of the college.

The quorum for any committee and for any vote must be three governors who are members of the committee, or more, as determined by the committee. This effectively sets a minimum number of governors required to serve on any committee.

Governors may find it useful to establish standing orders to help with the process of reviewing delegation of functions and committee structures.

The GovernorNet Overview article on Committees provides more detailed information.

## **Review performance management policy**

The college's performance management policy sets out how the performance of teachers, including members of the college leadership team, will be assessed each year.

The governing body is responsible for establishing and reviewing the college's policy which should include:

- a commitment to agree, monitor and review objectives with every teacher
- an annual timetable linked to the college planning cycle
- standard documentation for use with all teachers in the college

The Appraisal Regulations require the head teacher to report annually to the governing body on the effectiveness of the college's performance management policy and the training and development needs of the teachers identified as part of the process. Governing bodies should satisfy themselves that:

- the activities and procedures are happening as described in the policy
- the process ensures equality of opportunity
- the impact on teaching and learning is positive
- the necessary resources are identified to support the training and development needs of staff

TeacherNet provides considerable resources related to performance management and the GovernorNet Overview article provides additional information.

## **Review head teacher performance**

The governing body is responsible for carrying out the performance review of the head teacher each year. The governing body must appoint two or three governors to be responsible for the head teacher's appraisal. They work in conjunction with an external advisor who the governing body must appoint.

Further details on performance management are available in Chapter 9 of *A Guide to the Law for College Governors*. The DfES has produced a toolkit to assist with the performance review process.

The GovernorNet Overview article on Performance Management provides more information.

## **Review college charging policy, e.g. college trips**

Colleges may not charge pupils for education provided during college hours, except where teaching individual pupils or groups of up to four to play a musical instrument (if the teaching is not an essential part of the National Curriculum or a public examination syllabus being followed by the pupil).

Colleges may invite parents and others to make voluntary contributions (in cash or in kind) to make college funds go further. All requests for voluntary contributions must make it clear that contributions are voluntary and that children of parents who do not contribute will not be treated any differently. The governing body may not charge for anything unless it has drawn up a statement of general policy on charging. This policy statement will take account of each type of activity that can be charged for, and explain when charges will be made.

Further information is available in the GovernorNet Overview article on Charging for College Activities and in Chapter 16 of *A Guide to the Law for College Governors*.

### **Draw up Freedom of Information guidelines**

The purpose of the Freedom of Information Act (Fol) is to promote greater openness and accountability across the public sector. It does this in two ways:

- Since January 2005 there has been a right of access - “the right to know”- to all information held by public bodies. Although the right is subject to some exemptions, there is recognition in the Act that there is a public interest in allowing access to information held by public authorities.
- Public authorities are also placed under a duty to publish information which they hold proactively, through the adoption of publication schemes and by publishing information in accordance with those schemes. Schemes must be approved by the Information Commissioner who has already approved schemes for central and local government and the police. Colleges have the choice of either adopting the appropriate model scheme or preparing their own bespoke schemes. Detailed guidance including model publication schemes for primary and secondary colleges is available on GovernorNet.

### **Set pupil performance targets**

The statutory requirement for Governing Bodies to set pupil performance targets is contained in the *Education (College Performance Targets) (England) Regulations 1998* (SI 1998/1532) (as amended). The targets need to be set by 31 December.

Links to the main Regulations (SI 1998/1532), and the subsequent amending Regulations can be found in GovernorNet’s Target setting article.

### **Spring Term**

## **Task Status: Key Task**

### **Agree curriculum plans for 2007/08**

The college curriculum comprises all learning and other experiences that each college provides for its pupils. For maintained colleges (except special colleges established in hospitals) this includes the National Curriculum, religious education, collective worship, sex education and careers education. The college curriculum has two aims:

- to provide opportunities for all pupils to learn and achieve
- to promote pupils' spiritual, moral, social and cultural development and prepare pupils for the opportunities, responsibilities and experiences of life

The governing body shares responsibility with the head teacher and the LA for making sure that the national curriculum is taught.

Governing bodies and head teachers are required to produce a curriculum policy. The policy should set out the principles underpinning the curriculum and reflect the college's commitment to developing all aspects of their pupils' lives. The governing body must consider and agree the policy and monitor and review its implementation.

Chapter 6 of *A Guide to the Law for College Governors* provides detailed guidance and the GovernorNet overview article on the Curriculum provides additional information.

### **Review college improvement plan progress**

The college improvement plan forms a key part of the governing body's drive to raise educational achievement.

Having reviewed and approved the plan during the autumn term, the governing body will find it useful to regularly review the plan to assess the college's progress and to identify any changes in priorities, obstacles to progression or additional resourcing requirements.

### **Review equal opportunities policy**

The GovernorNet overview article on College Improvement and Development provides additional information

The governing body's policy on equal opportunities will need to take into account the governing body and college's role in:

- the provision of goods, facilities and service to the public
- the provision of access to these goods, facilities and services
- the employment of staff

In the context of the relevant legislation relating to:

- gender (Sex Discrimination Act 1975)
- race, colour, nationality, ethnic or national origins (Race Relations Act 1976 and Race Relations (Amendment) Act 2000)

- disability (Disability Discrimination Act 1995 and amendments)
- sexual orientation and religion or belief (Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Religion or Belief) Regulations 2003)
- pay (Equal Pay Act 1970)

Governors should take into account the latest information and guidance available in Chapter 11 of *A Guide to the Law for College Governors* and from the GovernorNet website when formulating and reviewing their equal opportunities policy.

### **Task Status: Statutory**

### **Review pay policy**

Whilst not a strict requirement within the scope of *A Guide to the Law for College Governors*, it is good practice for the governing body to develop and review a pay policy that relates to all the staff at the college.

This policy should explain the basis on which pay decisions are made in the context of the college improvement plan and must be compliant with all relevant legislation and regulations including (but not necessarily limited to):

- the current *College Teachers' Pay and Conditions Document*
- College Staffing Regulations
- Race Relations, Sex Discrimination, Equal Pay and Disability Discrimination Acts
- Employment Relations Acts
- Part-time Workers Regulations
- Fixed Term Employees' Regulations
- 

The article on Teachers' Pay and Conditions provides additional information a model pay policy is also available on GovernorNet.

### **Agree budget and staffing structure**

Except in certain exceptional circumstances, the governing body has overall responsibility for the college's delegated budget and for staffing matters and decides or is responsible for:

- how to spend the delegated budget
- producing an annual budget plan
- ensuring that accurate accounts are kept
- deciding on the number of staff (teaching and support staff)

Whilst there is no direct duty to secure "best value", LA schemes for financing colleges require governing bodies to demonstrate, in their annual budget plan, that they have followed Best Value principals in drawing up that plan.

Governors should refer to Chapters 8 and 9 of *A Guide to the Law for College Governors* for guidance on budgeting and staffing and the GovernorNet overview article on College Finance for more detailed information.

## **Agree college prospectus**

Each year the governing body must publish a college prospectus for parents and prospective parents. The only obligatory content in the prospectus is the information about the SEN and disability work of the college that was previously contained in the Governors' Annual Report.

## **Publish proposals and admission arrangements for the following autumn**

Admissions authorities, including governing bodies that are admissions authorities, have a duty to publish details of the admission arrangements they have determined. Admissions authorities within a relevant area must consult each other on their proposed admission arrangements and governors of foundation and voluntary aided colleges must also consult governing bodies of community and voluntary controlled colleges for which the LA is the admission authority. All maintained college admission authorities are encouraged to establish the views of parents before determining their admission arrangements.

Local consultation must be complete by 1 March each year and arrangements should be determined by 15 April.

Once an admission authority has determined their arrangements, they must notify in writing within 14 days, all of those whom they were required to consult. They also have a duty to publish their arrangements by sending their LA the information required for the LA's composite prospectus of admission arrangements.

Any governing body that is an admission authority must publish information about the college's admission and appeal arrangements and should also consider publishing other information of interest to parents.

Detailed guidance is available in Chapter 10 of the *Guide to the Law* and in the DfES's College Admissions code of practice. The GovernorNet overview article on Admissions provides additional information.

## **Review special educational needs policy**

The governing body should, with the head teacher, decide the college's general policy and approach to meeting children's special educational needs for those with statements and those without. Particular reference should be made to the SEN Code of Practice.

There are a variety of resources available to help governors devise and review the SEN policy. Some perspectives that may be relevant include:

- SEN and disability/disability discrimination
- Special educational needs of gifted pupils
- SEN and children in public care

An SEN example policy is available from the model policies list on GovernorNet.

### **Summer Term**

#### **Task Status: Key Task**

#### **Review of governing body's performance / procedures**

As part of the on-going monitoring process, the governing body should review its own performance against the objectives it set itself at the beginning of the year.

The GovernorNet overview articles on Effective Governance and the Governing Body provide additional information.

#### **Review attendance of pupils / staff / governors**

Attendance figures can be useful guides to help governors consider functional aspects of their own performance and that of the college.

Improving pupil attendance is a key aspect of the DfES's drive to improve standards of attainment and LAs are being encouraged to set attendance targets in colleges where levels of unauthorised absence are above the average for their sector.

Information on attendance targets for pupils is available at the DfES attendance website and via the GovernorNet overview article on Attendance.

The governing body may also want to consider the attendance record of its members as part of its review processes. Information on staff attendance, particularly at the whole college level may also be helpful.

#### **Review pupil exclusions for the year**

The governing body may wish to take an overview of any pupil exclusions that have occurred throughout the year. This is not a statutory process but governors may find it helpful to review exclusions in light of current guidance from the DfES, available from TeacherNet. The GovernorNet overview article on Exclusions provides additional information.

#### **Review college improvement plan progress**

The college improvement plan forms a key part of the governing body's drive to raise educational achievement.

Having reviewed and approved the plan during the autumn term, the governing body will find it useful to regularly review the plan to assess the college's progress and to identify any changes in priorities, obstacles to progression or areas which require further resources.

The GovernorNet overview article on College Improvement and Development provides additional information.

### **Review governors' visits**

As part of the process of self-evaluation, a review of governor visits can be very helpful in identifying sources of evidence to support the achievement of the objectives the governing body has set itself for the year and for identifying new objectives, including governors' visits, for the coming year.

The GovernorNet overview article on Governors Visits contains further information.

### **Review careers advice**

Part VII of the Education Act 1997 requires all publicly funded colleges, including specialist colleges to provide a programme of careers education to all pupils in years 9 to 11. Within this, each secondary college must have an accessible careers library that contains up to date information on careers and post-16 progression opportunities. From September 2004 this requirement also covered young people in Years 7 and 8. As part of their duty relating to the provision of a broad and balanced curriculum, governors may wish to review the provision of careers advice on a regular basis. GovernorNet contains a guide to the provision of careers education.

### **Task Status: Statutory**

### **Review the pay of teachers and staff**

Governing bodies must review the pay of all teachers annually with effect from September 1st, and may wish to review the pay of all other staff. The review of teachers' pay must be carried out within the statutory provisions set out in the annual College Teachers' Pay and Conditions Document. The overall review should also be carried out within the scope of the governing body's own pay policy which will ensure that the pay review fits within the overall College Improvement Plan and resources and complies with the requirements of equal opportunities and employment legislation.

TeacherNet contains access to the *College Teachers' Pay and Conditions Document* which provides procedural guidance on the pay review process. The GovernorNet overview article on Teachers pay and conditions in England and Wales provides additional information. An example pay policy is available from the model policies list on GovernorNet.