



## **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 (FoI) 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.