



Terms of Reference 2022-2023

Page no.

1	Rationale
2	Procedure
3	Chair and Vice-Chair
5	Admissions and Attendance Panel
7	Teaching, Learning and Curriculum Committee
9	Finance and Resources Committee (including Audit function)
11	Headteacher Appraisal Panel and staff Pay Committee
12	SEND and Vulnerable Groups (PP, etc.) Lead Governor
14	Safeguarding Lead Governor
17	Stakeholders /Communications Governor
18	Personnel Governor
20	Health and Safety Governor
22	Church Schools/Foundation Governors
24	School Development Plan Link Governors
24	Confidentiality and Document Sharing Protocols – GovernorHub

Rationale

The governor roles are designed primarily to provide the Governing Body with an opportunity to work in closer partnership with senior leaders and school staff in developing a more focused understanding of the school and greater influence over and accountability for school improvement and development.

It provides the Governing Body with an agreed framework that links closely to the School Development Plan and any elements related to an Ofsted action plan.

Meetings are planned with the school senior leaders so that a range of questions can be explored by governors and then fed back into the monitoring and evaluation process. Information from these meetings will inform the next steps in our development agenda.

Three roles are quite distinct and rely upon joint meetings with school personnel in supporting / holding the school team to account. These areas are Personnel, Premises and Finance.

The following governor roles and responsibilities have been identified:

- Admissions and Attendance Panels (ad hoc)
- Teaching, Learning and Curriculum Committee
- Headteacher Appraisal Panel and Staff Pay Committee
- SEN and vulnerable groups (PP) including More able
- Safeguarding
- Stakeholders /Communications/School Council link
- Personnel
- Finance & Resources Committee (including Audit Committee)
- Premises, Health and Safety
- Church School/Foundation

We have established a programme of 3 (approximately) visits per year that have a clear role in the governance process and contribute to developing the role of the Governing Body in developing our school.

Procedure:

Each role will have an identified school leadership link.

The nominated school leadership link will contact the governor to arrange a mutually convenient date and time.

The agenda for the meeting will be set out in the pre-determined questions (which will continue to be developed and refined). The questions will be created to enable the Governor to obtain a good understanding of the current situation. These will be devised by SLT/Governors as appropriate.

It is expected that both parties involved will give some prior thought to the meeting and where helpful, SLT members and later, in the process, as appropriate, other members of staff will provide information and data in advance of the discussion where this aids the understanding of the aspects to be covered.

The governor will compile the report and agree the contents with the staff member.

Once agreed the report will be sent to the Headteacher and Chair, and added to GovernorHub so that outcomes can be identified and can be given sufficient time in the next Governing Body meeting. This will also allow them to identify links between items.

Chair and Vice-Chair

The leadership of the Governing Body comprises the Chair and Vice-Chair

The Chair takes a lead role for legal purposes, and her/his name is listed with the Department for Education ('Getting Information about Schools'). The Chair and Vice-Chair are elected by the Governing Body. Both will have regular contact with the school to be effective. They should go into Governing Body meetings with a good background knowledge of all the subjects to be discussed. This is achieved by regular discussions with the Headteacher who will keep them informed of all important issues, both good and bad, that occur within the school. A discussion with the Headteacher at least every month would be appropriate. The Chair and Vice-Chair should, when possible and when appropriate, also support the Headteacher at various public events.

Chair and Vice-Chair's Responsibilities

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

- Establish and foster an effective relationship with the Headteacher based on trust and mutual respect for each other's roles. The Chair has an important role in ensuring that the Governing Body acts as a critical friend to the Headteacher and provides strategic direction/ mentoring
- Agree the agenda with the Headteacher and the Clerk before the meeting
- With the Headteacher and Clerk, ensure that Governing Body members receive all necessary documentation for the meeting at least 1 week in advance
- Ensure that the meeting starts on time and keeps to time
- Ensure the business of the Governing Body is conducted properly, in accordance with requirements of the Academy's memorandum and articles.
- Ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.
- Try to obtain a unanimous decision when appropriate
- When views differ within the Governing Body, ensure that a majority decision is taken by a show of hands
- Ensure that business and recommendations of individual governor meetings are reported back by the responsible governor, concisely to the full Governing Body and decisions made/ratified where appropriate.

- With the Headteacher and the Clerk, ensure that the minutes of the meetings made available to all members of the Governing Body in the agreed manner.

In the absence of the Chair, the Vice-Chair will chair the meetings.

The following individual areas of responsibility can be shared between the Chair and Vice-Chair:

- Oversee the Admissions and Attendance Panels, chaired by TBC
- Oversee governor training
- Lead Governor for Literacy/English and EYFS
- Lead Nursery provision working group?
- Take part in recruitment of senior staff
- With the Clerk, oversee the coordination of the skills audit and governor self evaluation, including ensuring the completion of the chair 360 evaluation
- Coordinate induction and mentoring of new governors and carry out exit interviews of governors leaving
- Finance governor, except where the post of Chair/Vice Chair of the Finance & Resources Committee is filled
- Liaise with communications/stakeholder governor as required
- Safeguarding contact where Chair of Governors required

Admissions and Attendance Working Panel 2022-2023

Introduction

The Admissions and Attendance Panel is an Ad hoc Panel, convened only when necessary of the Full Governing Body (“FGB”). The FGB remains responsible for complying with the relevant Education Acts and Regulations and the School Admissions Code and School Admission Appeals Code published by the DfE from time to time (the “Codes”).

The Academy Trust is required to set up an Independent Appeals Panel. The Academy Trust ensures that its Independent Appeal Panel is trained to act in accordance with, the Codes and all relevant admissions laws as they apply to foundation and voluntary aided schools, and with equalities law. Reference in the Codes or legislation to “admission authorities” will be deemed to be references to the Academy Trust.

The Academy Trust is required to participate in the local Fair Access Protocol and participate in the coordinated admission arrangements operated by the LA in whose area the Academy is situated.

The Academy Trust may determine admission arrangements (subject to consultation in line with the Codes) that give priority for admission to children attracting the Pupil Premium, including the service premium (the “pupil premium admission criterion”), but not above looked-after children and previously looked-after children. Where the Academy Trust applies the pupil premium admission criterion, it must provide information in its admission arrangements about eligibility for the premiums. For the purposes of applying the pupil premium admission criterion only, sections 1.9(f) and 2.4(a) of the School Admissions Code do not apply insofar as they prevent admission authorities from giving priority to children according to the financial or occupational status of parents or using supplementary forms that ask for:

- a) any personal details about their financial status; or
- b) whether parents are serving in the armed forces (of any nation), stationed in England, and exercising parental care and responsibility for the child in question.

Membership

The Panel shall consist of two Governors plus the Headteacher. The School Business Manager may attend in an advisory capacity.

The Panel may invite additional attendance at its meetings from persons to assist or advise on a particular matter or range of issues, including Local Authority Admissions personnel, parents and members of the academy staff who are not governors, but not including the parent/carer of a pupil that is the subject of the meeting.

Meetings

The group shall meet as required. Minutes of meetings will be taken and retained. The Chair shall circulate an agenda for each meeting with supporting papers at least one week before the committee meeting.

Terms of Reference

The group, taking advice from the Headteacher and the lead professionals shall, where not covered by a FGB meeting:

- Review annually the academy's Admissions Policy in accordance with Governing Body's agreed schedule. The Admissions Policy must be approved by the FGB.
- Review annually or as required the academy's Attendance policy
- Receive regular reports of the current numbers of children on roll, including termly changes as children leave and others are admitted to the academy
- Receive reports of predicted and actual applications for the following year, so as to ensure that appropriate plans are in place for the future intake
- Be informed of any issue that, exceptionally, requires a decision that does not comply with the Admissions Policy and, in conjunction with the Headteacher (and if necessary the Local Authority), make decision to resolve the matter
- Monitor the impact of all aspects of the academy's admission policy and practice, especially where exceptions have been made in the numbers of children on roll
- Report regularly to the Full Governing Body on the work of the group.
- Review all policies agreed for the working group as outlined in the Policy Review document.
- Monitor attendance each term, including authorised and unauthorised attendance and persistent absenteeism
- Where requests for absence have been referred to the committee by the Headteacher, to confirm within two school days the classification of the leave
- Each member shall keep any confidential information confidential and shall not use or disclose such confidential information in whole or in part to any third party, either during or after their term of office, except as expressly permitted by the FGB.

Teaching, Learning and Curriculum Committee 2022-23

Terms of Reference

The purpose of the Teaching, Learning and Curriculum Committee is to lead the Governing Body in holding the Headteacher and SLT to account for the educational performance of the school and its pupils and to support the staff in raising standards of teaching for learning and thus attainment and achievement of pupils.

1. Ensure that the school curriculum is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of life in modern Britain;
2. Monitor and review pupil progress and attainment across subjects, year groups and by groups such as disadvantaged pupils and more able pupils.
3. Review and take account of externally published pupil performance data (e.g., ASP, School Dashboard/Ofsted's school performance dashboard, etc.) in order to consider the school's performance in relation to all schools and similar schools nationally and locally;
4. Ensure the school engages with and reviews the findings of any external reviews such as peer group review or Ofsted inspection;
5. Ensure that any statutory and non-statutory targets for pupil performance are agreed, reported and published appropriately;
6. Monitor the Quality of Teaching and Learning, identify areas of improvement and ensure any necessary action is taken to maximise outcomes for pupils. This will include the use of, and contribution made by, teaching assistants;
7. Be informed of any monitoring and review of school teaching and learning related policies in line with an agreed policy review timetable.
8. Assure themselves of the rigour of assessment throughout the school;
9. Monitor and evaluate appropriate aspects of the School Development Plan (SDP) and, where necessary, report to the Governing Body on progress, together with any recommendations;
10. Contribute to and monitor appropriate aspects of the school's self-evaluation, ensuring that the Governing Body has a good understanding of the school's strengths and weaknesses;
11. Monitor the implementation of the curriculum and test results and report issues for consideration to the Governing Body
12. Monitor the impact of Sport Premium Funding to further enhance the quality of provision, teaching and learning of physical education and ensure this is reported appropriately both to the Governing Body and via the school website.

13. Make recommendations for a programme of governor visits to the school and ensure all governors and staff are aware of and in agreement with the school's policy in respect of governor monitoring visits.

Membership

Kate Roche (Parent Governor)

Rev Georgie Machell (Ex Officio Foundation Governor)

Sarah Singleton (Parent Governor)

The Headteacher and Assistant Headteacher, or other staff, attend the meetings of the Committee but in a non-voting capacity. The quorum is 3.

Finance and Resources Committee 2022-2023 (including Audit)

Terms of Reference

Purpose

The purpose of the Finance & Resources Committee role is to have an understanding of the school's financial position. The Committee, in consultation with, and taking advice from the Headteacher and other lead professionals, including the School Business Manager shall: -

- Receive the budget plan for the financial year. Consider and report on the school's budget to the Governing Body.
- Monitor and review income and expenditure on a regular basis and ensure compliance with the overall financial plan for the school, and with the financial regulations of the EFA, drawing any matters of concern to the attention of the Governing Body. Ensure that any budgetary adjustments which may be necessary are brought to the attention of the Governing Body and approval sought where appropriate
- Consider the school's indicative funding, notified annually by the ESFA and to assess implications for the school in advance of the financial year, drawing any matters of significance or concern to the attention of the Governing Body.
- Consider and monitor regularly the school's short term and long-term revenue and capital budget and financial planning to ensure the school's long-term sustainability.
- Be aware of and ensure compliance with the Funding Agreement and Academy Trusts Handbook.
- Fulfil the Audit Committee role, in line with the Academy Trust Handbook
- Contribute to the formulation of the school's development plan, through the consideration of financial priorities and proposals
- Receive and consider the broad budget headings and areas of expenditure to be adopted each year, including the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the development priorities set out in the development plan
- Be informed and aware of any updates to financial policies in accordance with the policy review schedule. Be aware of the scheme of delegation for spending and budgetary adjustments ("virements") limits for the Governing Body, Headteacher, School Business Manager and other senior staff where appropriate.
- Ensure that full consideration is given to ensure funds are available for pay increments as set out in the school's pay policy and as recommended by the headteacher

- Be aware of the procedures for charges for school services, including but not limited to school meals, music tuition and the hire of school premises
- Understand how the school conducts an annual audit and receive information related to the school, and to recommend to the Governing Body any actions which may be appropriate in response to audit findings
- To participate in the preparation and review of the Trustees Report to form part of the Statutory accounts of the academy trust.
- To consider and recommend the Trustees' Report and Annual Accounts for approval by the Full Governing Body
- In conjunction with the Headteacher and other senior staff, to seek the approval of the Members in the appointment or reappointment of the auditors.

Membership

Membership of the Finance & Resources Committee is open to all Governors, except those employed by the Academy, and is usually agreed at the first Governors' meeting of the academic year.

A Chair and Vice-Chair will be elected by the Committee at its first meeting. Meetings are normally held immediately prior to a Full Governors' meeting, with the exception of the September meeting, with all Governors in attendance to avoid repetition of discussion, although additional separate meetings may be held if required.

Tim Eccles – Chair

Jackie Bainbridge

Maxine Purvis

Mark McTiernan

(vacancy)

The Headteacher and the School Business Manager also attend, but in a non-voting capacity. The quorum is 3.

Headteacher Appraisal Panel and Staff Pay Committee 2022-2023

Terms of Reference

The group will have an overview of:

- The school's pay policies for teaching and support staff
- The criteria set by the school's pay policies for teaching and support staff in determining the pay of each employee on an annual basis;
- How the school complies with all statutory and contractual obligations;
- How best to advise the Governing Body on the annual budgetary requirements of the pay policies and to take account of any limits established;
- Relevant developments and to advise the governing body when the school's pay policies have been reviewed.

The group will:

- Work with the Chair of Governors on the appraisal review process for the Headteacher.
- Consider and agree the Headteacher's recommendations for any staff pay progressions where appropriate
- Consider at the Headteacher's appraisal review, (following the withdrawal of the Headteacher from the meeting) the payment of the Headteacher in the forthcoming year

Membership:

Maxine Purvis (Chair of Governors)

TBC

TBC

SEND and Vulnerable Groups (PP, etc) Governor 2022-2023 – Tim Eccles

Terms of reference

SEND and other vulnerable groups

Purpose

The purpose of the SEND and vulnerable groups governor is to secure the strategic direction and development of SEND support in school – in co-operation with, and under the direction of, the Headteacher and the SENCO.

- To promote high standards of teaching for learning for pupils with SEND and vulnerable groups.
- To promote high levels of achievement by pupils with SEND and other vulnerable groups by:
 - Promoting SEND needs at governor’s meetings
 - Promoting SEND within the community
 - Supporting the SENCO to raise standards of teaching for learning by meeting regularly with him/her
 - Supporting the SENCO to raise standards of teaching for learning by analysing data and asking questions about any issues raised and
 - Monitoring and evaluating the impact of actions taken to support SEND.
- Providing regular reports to the Governing Body.
- Supporting the evaluation of the effectiveness of the relevant policies and procedures and analysing their impact on the children’s learning.
- Working with the SENCO in establishing priorities for expenditure for SEN and in monitoring the effectiveness of resource usage.
- Engaging with appropriate training opportunities to promote professional effectiveness in this role.
- Understanding how the school identifies pupils with SEND and what happens once a pupil has been identified.
- Arranging visits with the SENCO to gain an understanding of how the school delivers SEN provision.
- Finding out what links the school has with other local schools, appropriate support services and parents.
- Monitoring and reviewing the provision for various groups of pupils, e.g., disadvantaged pupils, PP, EAL, Gifted and Talented etc.;

Pupil Premium

- To ensure that the school has an effective Pupil Premium Strategy and is working to achieve this
- To support, challenge, monitor and evaluate the work of the school in raising the achievement of Pupil Premium pupils by ensuring that:

- The Pupil Premium funding is ring-fenced.
 - The school is held accountable for the use of Pupil Premium funding.
 - The school has identified all Pupil Premium children.
 - All staff know who the Pupil Premium children are.
 - All staff know how the Pupil Premium funding is being spent.
 - SLT identify the specific intended outcomes of Pupil Premium activities.
 - SLT monitor the provision of Pupil Premium activities for supported children on a termly basis.
 - SLT evaluate the impact of Pupil Premium activities using an evidence-based approach.
 - SLT conduct an annual review of the Pupil Premium activities and publish the outcome on the school's website.
 - Class teachers are held accountable for the progress of Pupil Premium children in their class.
- To report at least annually to the Full Governing Body.
 - To ensure that the school is transparent with its Pupil Premium spending by sharing statutory information on the school website

Safeguarding Governor 2022-2023 – TBC

Terms of reference

Safeguarding

Purpose

The purpose of the Safeguarding Governor role is to hold the Headteacher and SLT to account for in ensuring pupils in the school are kept safe from harm. The Safeguarding Governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full Governing Body. It should not be underestimated that the role is that of a 'senior manager' of a school with accountability befitting such a significant responsibility.

The role of the Safeguarding Governor is to:

- Act as a 'critical friend' to the school, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory Governing Body responsibilities are met.
- Monitor appropriate policies, including the safeguarding and whistle blowing policies.
- Ensure there is a suitably qualified, trained and supported Designated Safeguarding Lead (DSL) who has responsibility for responding to and overseeing safeguarding issues.
- Ensure there is a suitably qualified, trained and supported Deputy Designated Safeguarding Lead (DDSL) who has responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the DSL, or in the DSL's absence.
- Ensure that the DSL adequately supervises and supports the work, development and wellbeing of the DDSL and any other individual to whom they may delegate additional safeguarding responsibilities in order that there exist clear lines of accountability.
- Ensure that all staff are aware of the school's safeguarding policy and latest editions of the DfE "Keeping Children Safe in Education" documentation
- Ensure there is a robust system for recording, storing and reviewing child welfare concerns.
- Liaise with the Headteacher about general child protection and broader safeguarding issues within the school and as such be able to provide reports to the Governing Body in respect of themes and issues within the school/locality to enable adequate oversight, understanding and development of solutions.
- Ensure that staff training is up to date.
- Attend Basic Awareness Safeguarding training every 3 years and other training as appropriate to the role and relevant to issues within the school/locality
- Ensure other governors attend appropriate safeguarding training.

- Ensure appropriate members of the Governing Body complete training in respect of allegations against staff.
- Ensure at least one governor on the recruitment and selection panel for staff has successfully completed accredited Safer Recruitment training.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record and ensure it is up to date and maintained in line with guidance.
- Take account of how safe pupils feel when in school.
- Ensure the voice of pupils is truly heard and appropriately acknowledged.
- Ensure the school constantly review and consider their curriculum in order that key safeguarding ‘messages and lessons’ run throughout.
- Ensure that the school does not operate in isolation and have an awareness of agencies available to support children and families
- Ensure the safeguarding agenda is embedded in the ethos of the school.
- Provide an annual report to the full Governing Body to include, amongst other relevant items, detail pertaining to training, themes, issues, number of cases led by school, contribution to multi-agency meetings and good practice.

Child Protection

- To ensure that children’s development is supported in ways that will foster security, confidence and independence.
- To monitor the provision of an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to.
- To raise the awareness of all staff and governors of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To check that a structured procedure is followed by all members of the school community in cases of suspected abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To monitor the provision of effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all adults within our school who have substantial access to children have been checked as to their suitability.

Procedures

Ensure the school meets the following criteria:

- All members of the Governing Body understand and fulfil their responsibilities.

- There is a nominated designated member of staff.
- The designated member of staff has undertaken the initial designated member of staff training and subsequent refresher courses every two years delivered through the Safeguarding Unit.
- There is a member of staff who will act in the designated member of staff's absence.
- All members of staff are provided with Child Protection training every three years.
- All members of staff, volunteers and governors are aware of:
 - The signs and symptoms of concern
 - How to respond to a pupil who discloses abuse
 - What to do if they are concerned about a child
 - All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the schools' Child Protection Policy, and reference to it in our introductory school pack.
 - The lettings policy seeks to ensure the suitability of adults working with children on school sites at any time.

Stakeholders /Communications Governor 2022-2023 - Vacant

Terms of Reference

Purpose

The Stakeholder and Communications governor will be responsible for providing information and guidance to the Governing Body on how the school is engaging with its key stakeholders.

The aspects embraced under this remit will include:

- To help the school to develop an effective way of engaging staff and parents in academy development.
- To help the school to build on its strong links with the local community and businesses.
- Be aware of and report back on the effectiveness of the links with local Primary Schools within the peer group cluster.

The Stakeholder and Communications governor, taking advice from the Headteacher and the lead professionals shall:

- Advise the Governing Body on priorities for the development and improvement of relationships with the key stakeholders
- Keep up to date with government proposals and the school's procedures for engaging staff and parents in the development of the school
- Report back on the Peer Review group through an annual update to the governing body
- Be the Governing Body representative at meetings/discussions involving the key stakeholders
- Understand and feedback on how business links are supporting the work of the school and how the links may help the experiences offered to the pupils and the impact that they have on pupil outcomes.
- Support the school in promoting the school within the local community including through the website and social media ensuring at all times that we operate within the clear guidelines established by the school.

Personnel Governor 2022-2023 – TBC

Terms of Reference

Purpose

The purpose of the Personnel Governor is to hold the Headteacher and SLT to account for matters and recommendations related to personnel. He/she will be aware of the processes and procedures of the school.

The Personnel Governor will:

- Be aware of and keep under review the staffing structure in consultation with the Headteacher
- Approve procedure for recruitment and appointment of staff
- Have an overview of the process of applications from staff for secondments or leave of absence
- Understand the process leading to staff reductions
- Ensure that he/she has undertaken relevant training with regard to these terms of reference and safer recruitment generally
- Follow established procedure when advertising, selecting and appointing new members of staff having regard to safer recruitment training
- Inform the Governing Body of personnel related expenditure
- Support the Headteacher and SLT in keeping under review staff work/life balance, working conditions and well-being, including the monitoring of absence
- Be aware of and involved as appropriate, in the procedures for dealing with discipline and grievances
- The Personnel governor should be alert to situations that may give rise to a conflict. To avoid conflict the conflicted member should be excluded from discussions or decisions relating to the matter while the conflict or potential conflict exists.
- Be aware of any changes following the review and or updates of all policies and where appropriate recommend for approval by the governing body.
- The personnel governor shall keep information confidential as required and shall not use or disclose such confidential information in whole or in part to any third party, either during or after their term of office, except as expressly permitted by the school.
- Monitoring the quality of teaching and learning in conjunction with the achievement group, in the context of staff performance management and report to the governing body
- Monitor staff attendance data provided to the governing body
- Be involved in consultation on any staffing plan
- Be involved in consultation on any HR issues and restructures
- By undertaking the above, the personnel governor will have an overview of:

- The school's appraisal and capability and pay policies for teaching and support staff
- The criteria set by the school's pay policies for teaching and support staff in determining the pay of each employee on an annual basis;
- How the school complies with all statutory and contractual obligations;
- How best to advise the governing body on the annual budgetary requirements of the pay policies and to take account of any limits established;
- Relevant developments and to advise the Governing Body when the school's pay policies have been reviewed.
- The operation of the overall appraisal and capability policy in the school and provide an annual report to the governing body on the effectiveness of the appraisal and capability processes and procedures in relation to all members of staff;
- Work with the Chair of Governors on the appraisal review process for the Headteacher.
- Consider at the Headteacher's appraisal review, (following the withdrawal of the Headteacher from the meeting) the payment of the Headteacher in the forthcoming year

Health and Safety Governor 2022-2023 – Mark McTiernan

Terms of Reference

Purpose

The Health and Safety Governor will work closely with the Headteacher and SLT to develop an understanding of and being responsible for providing information and guidance to the Governing Body on; major works, use of CIF funding, consulted on maintenance priorities, aware of school Health and Safety issues and procedures. In addition, the governor will also be involved in the IT strategy.

Terms of Reference:

The Health & Safety Governor, taking advice from the Headteacher and other lead professionals shall:

- Advise the Governing Body on priorities, including Health and Safety, for the maintenance and development of the school's premises. In conjunction with the Headteacher and SLT, to ensure that an annual inspection of the premises and grounds takes place and a report is received identifying any issues. The governor should ensure that the governing body is informed of the report and a proposed order of priorities for maintenance and development is prepared for the approval of the governing body.
- Be aware of the arrangements for repairs and maintenance and contribute to recommendations on premises-related expenditure.
- The Headteacher and other senior staff will be responsible for arranging any professional surveys and emergency work as necessary and will report this to the premises governor. The headteacher is authorised to commit expenditure without the prior approval of the governing body where any delay could result in further damage or present a risk to the health and safety of pupils or staff. In this event, the headteacher is expected to consult the premises governor at the earliest opportunity.
- to oversee on behalf of the Governing Body any project committee created to oversee any major developments or work programmes
- Understand the arrangements, including Health and Safety, for the use of school premises by outside users, subject to governing body policy.
- Keep under review a Building Development and Accessibility Plan.
- Gather information of future costs relating to premises and health and safety.

- Ensure that the procedures for the implementation of the Health & Safety at Work policy for the school are in place and updated as necessary.
- To ensure that the Governing Body's responsibilities in respect of litter, refuse and dog excrement are discharged according to Section 89 of the Environmental Protection Act 1990, so far as is practicable.
- Have access to all policies agreed for Health and Safety and Premises
- Ensure arrangements are in place for assuring that the site is secure and safe.
- Link with the Safeguarding Governor to ensure appropriate arrangements are in place to safeguard children who take part in or are affected by the provision of extended services and other school activities that take part outside normal school hours.
- In conjunction with the Headteacher to review the arrangements for school trips and residential visits in accordance with the school's policy.

Church Schools/Foundation Governors 2022-2023 –Jackie Bainbridge, vacancy

Terms of Reference

Governance documentation from The Board of Education of the Diocese of Lincoln states that a church school should serve the whole local community, as it attempts to provide excellence in education for all, within a happy and safe environment. In addition, it should nurture those who come from Christian homes within a faith context. This means that the Christian faith should be visible throughout the life of the school. The school is aiming to develop a community based on Christian values that does not force its beliefs on others. It should offer places to local families, including Christians, but also those of different faiths or none. This balance between being inclusive and being distinctively Christian should be reflected in the school's admissions policy.

Central to a strong and distinctive Christian character within the community is the provision of good quality collective worship and religious education. While all schools should hold daily acts of worship and teach RE, these take on a special significance in a church school. Foundation governors should be involved in all aspects of school life, not being afraid to offer a Christian viewpoint within any discussion. They need to constantly ask the question 'Would a visitor see that this is a Christian school?' For this reason, it is helpful if, when possible, foundation governors are represented on each sub-committee as well as any appointment panels.

Foundation Governors have a special responsibility for Collective Worship and Religious Education. In discussions about the school's priorities, they can argue for adequate resources and ensure that these areas are included in the school's development plan. They can help to fulfil this role by acting as link governor for RE or Collective Worship.

Foundation Governors should also try to ensure that Collective Worship is taking place according to the Anglican tradition. They need to know what takes place within the collective worship in the school, so they should be willing to attend occasionally, and then talk informally to staff and children to gauge the impact of the worship.

Foundation Governors should play an active part in supporting the head teacher in working with the SIAMS framework and completing or updating the school's Self Evaluation Form. When inspections take place foundation governors will be interviewed to ensure that they are fulfilling their role as a 'Christian critical friend'.

Foundation governors are proposed by the local PCC, where possible and appointed by the Diocesan Board of Education. The Foundation Governor's role is to represent the interests of the School's Church Foundation. It is the particular responsibility of Foundation Governors to uphold the foundation character and ethos of the school as set out in the Trust Deed and Instrument of Government. It is also the particular responsibility of the foundation governors to see that the school's Church of England basis has a relevant and meaningful role in the daily running of the school, so that the school community is distinctively Christian.

A Foundation Governor will:

1. be a regular worshipper either at the local parish church or at a church of another denomination, and be able to support the principles underlying the trust deed of the school in accordance with the doctrines and practices of the Church of England;
2. have an interest in and concern for children;
3. be willing to represent the church in serving the school community.

The role of the Foundation Governor is summed up under the following headings:

1. to be a regular attending member of the Governing Body;
2. to support the headteacher and staff in the work that they do;
3. to have an interest in education matters and so be able to contribute to the development of the school, for example by participating in admissions, annual parents' meetings, involvement with the curriculum, finance etc;
4. to have time to visit the school and to get to know staff and children;
5. to be an effective liaison between the school and the local church;
6. to represent, on the Governing Body, the emphasis contained in the Trust Deed, that education shall be carried out in accordance with the doctrines and practices of the Church of England; They need to ensure that the school's policies, procedures, custom and practice are founded in Christian values
7. to represent the Christian ethos of the school on the Governing Body.
8. to be a link between the school and the Diocesan Education Team
9. to support those members of staff listed as Reserved Teachers for the Academy.

NB. It is important that Foundation Governors should undertake governor training, be willing to understand the current legislation and be able to disentangle the affairs of the parish from the affairs of the school.

School Development Plan Link Governors 2022-2023

Quality of Education	Kate Roche/ Sarah Singleton
Behaviour and Attitudes	Tim Eccles/ Vacancy
Personal Development	Georgie Machell / Vacancy
Leadership and Management	Maxine Purvis/ Mark McTiernan
Early Years	Maxine Purvis/Jackie Bainbridge

Purpose

The SDP Link Governors will work closely with the Headteacher and other staff to monitor progress towards SDP targets and outcomes and report back to the Governing Body meetings, providing triangulation to the HT Reports.

Confidentiality and Document Sharing Protocols – GovernorHub

Governors are reminded that information shared at meetings and in school visits may be extremely sensitive and must be treated as confidential. To this end, only official school emails should be used for school and Governor business and documents for meetings, including Governor Reports, must only be shared on GovernorHub to prevent any data breaches. GovernorHub is a secure information system developed by The Key and endorsed by LCC Governor Services.

All Governors are given a GovernorHub login and should register on the system as soon as possible, updating their contact details and making declarations and confirmations as required, including declaring any relevant interests they may have. These details need updating at the start of every academic year, and whenever significant changes occur, e.g., with a new employment role.

GovernorHub is used to share the contents of each meeting pack and the calendar provides a reminder of forthcoming meetings.