

Be joyful. Grow to maturity. Encourage each other. Live in harmony and peace. Then the God of love and peace will be with you. 2 Corinthians 13 v11



Governors Handbook

2021-22

Updated 1st September 2021

Empathy, Respect, Forgiveness and Responsibility

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Our Vision Statement:

At The King's CE School we believe that everyone is unique and created in God's image. We enable all to achieve their God-given potential; to grow, learn and aspire; to transform their lives and the lives of others and to journey in faith without limits within a unified, respectful and harmonious community.

Our School Verse:

"Be joyful. Grow to maturity. Encourage each other. Live in harmony and peace. Then the God of love and peace will be with you." 2 Corinthians 13 v11

Our Motto:

'Aspire, Believe and Achieve Together'

Aspire to be the best that **we** can be... Believe that anything is possible...Achieve beyond what **we** ever imagined.

- So Learn and worship in the name of God - Father, Son and Holy Spirit - revealed in the life, death and resurrection of Jesus Christ and value, respect and celebrate all faiths and cultures.
- Believe in themselves and become successful adults – developing their vision, faith, ambition and aspirations.
- Develop a resilience and inner strength to overcome life challenges.
- Embrace life-enriching experiences and make well-informed lifestyle choices that promote health and wellbeing.
- Develop thinking skills and transferable skills, working in partnership to become life-long learners.

Our School Prayer

Almighty God, revealed to Christians as
Father Son and Holy Spirit:
We praise you for the gift of this new day.
We pause to remember
those less fortunate than ourselves
and those in need of prayer... [...pause...].
We ask you to bless and guide us now
that we may learn to love and love to learn
throughout this day.
Amen.

Our School Values

At the heart of our mission statement lies our firm belief that God welcomes us into relationship with Himself and subsequently desires that we value and respect our fellow human beings. Our school Core Values underpin all our relationships both within the school community and as we look outwards to others.

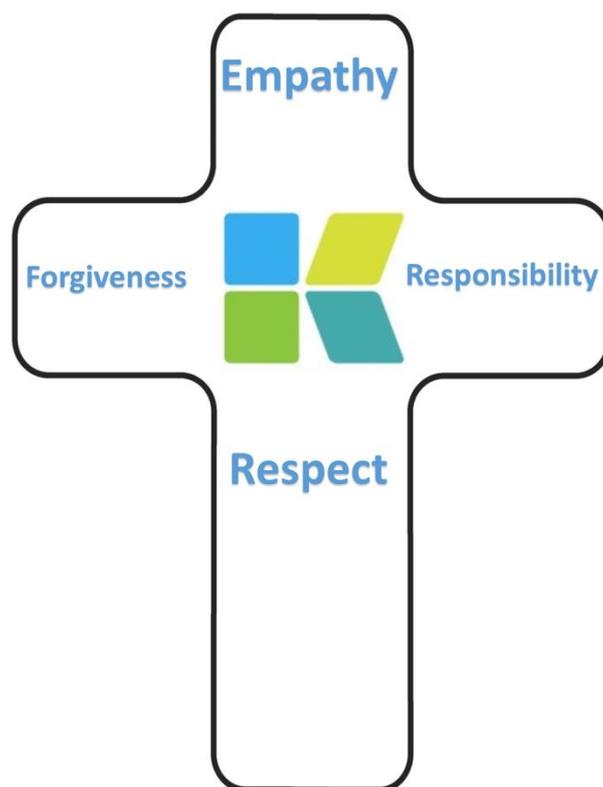
Discussions with pupils, staff and governors have led us to identify four Core Values to which we are committed as a school.

Empathy – A willingness and desire to understand and identify with the feelings and thoughts of others. God became flesh and lived amongst us as Jesus showing that he fully identifies with us as it says in Hebrews 4 v 15. *“For we do not have a priest who is unable to empathize with our weaknesses, but we have one who has been tempted in every way, just as we are – yet did not sin”*

Respect - Throughout the Bible we are told that God should be honoured and respected. As a consequence, human beings created in God’s image, should also be respected. All members of our community desire to be respected and also recognise that others should be treated with respect and so we live by the Golden Rule expressed in Luke 6 v 31 *“Do unto others as you would have them do to you”*.

Responsibility –It is important that ALL of us take responsibility for our behaviour and actions. In encouraging pupils to take personal responsibility we work together to build a positive and caring community. *“To Err is human; to forgive, divine”* is a quote from An Essay of Criticism, one of the first major poems written by Alexander Pope (1688 – 1744)

Forgiveness – Forgiveness is key to us growing as people and understanding not only how to build strong relationships but also how to learn from the difficult times. Jesus himself taught us to forgive not only by what he said, but also through his example of forgiving those who crucified him. Jesus teaches in Matthew 18 v 21 – 22 that there is no limit to the number of times to forgive *“Lord, how many times shall I forgive my brother and sister who sins against me? Up to seven times?”* Jesus answered, *“I tell you, not seven times, but seventy-seven times.”*



Our School Values

Section 1: Governing Board - Introduction

1.1 Welcome to Governance

Principal's Welcome

Thank you agreeing to take on the role of Governor at The King's CE School. This role is vital to ensuring that the school and therefore the pupils attending the school, thrives. As you will discover, The King's CE School is a rapidly improving secondary school where all members of the school community are valued and can flourish. We are a Church of England School set in a very unique context; a very diverse and welcoming school where pupils of all faiths and those of none, can thrive and where each pupil's background, culture and identity is valued.

We set high standards for everyone associated with the school and recognise that everyone is unique and has a God-given potential. We are really pleased that you have chosen to use your knowledge, skills and wisdom to enrich both your life and the lives of others through your work with the governing board.

This handbook contains a lot of information about the role and what it involves. Being a governor is not an easy role to take on, it can be very challenging and can involve making some difficult and important decisions. In return for your commitment I hope that you will thoroughly enjoy being a part of a highly supportive governing board here at The King's CE School and that you will quickly realise that you are a valued member of our school family.

I hope too that you will take the opportunity through this role, to develop new skills and increase your knowledge on both education and governance matters and, most importantly, gain a great sense of satisfaction that you are making a real difference to the lives of the pupils and their families and to the staff at the school.

Best wishes and thank you again

Joy Langley
Interim Principal

1.2 The Purpose of Governance

The purpose of governance is to provide confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance.

All governance boards have three core functions:

- **Ensuring clarity of vision, ethos and strategic direction;**
- **Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and**
- **Overseeing the financial performance of the organisation and making sure its money is well spent.**

Governance Handbook/Competency Framework for Governance

Please refer to the Governance Handbook and Competency Framework for Governance published by the Department for Education. The latest versions are available online below:

[Governance Handbook October 2020](#)

[Competency Framework for Governance January 2017](#)

Effective governance is based on six key features:

- **Strategic leadership** that sets and champions vision, ethos and strategy.
- **Accountability** that drives up educational standards and financial performance.
- **People** with the right skills, experience, qualities and capacity.
- **Structures** that reinforce clearly defined roles and responsibilities.
- **Compliance** with statutory and contractual requirements.
- **Evaluation** to monitor and improve the quality and impact of governance.

1. Strategic leadership *that sets and champions vision, ethos and strategy through:*

- a clear and explicit vision for the future set by the board, in collaboration with executive leaders, which has pupil progress and achievement at its heart and is communicated to the whole organisation;
- strong and clear values and ethos which are defined and modelled by the board, embedded across the organisation and adhered to by all that work in it, or on behalf of it;
- strategic planning that defines medium to long-term strategic goals, and development and improvement priorities which are understood by all in the organisation;
- processes to monitor and review progress against agreed strategic goals and to refresh the vision and goals periodically and as necessary including at key growth stages or if performance of the organisation drops;
- mechanisms for enabling the board to listen, understand and respond to the voices of parents/carers, pupils, staff, local communities and employers;
- determination to initiate and lead strategic change when this is in the best interests of children, young people and the organisation, and to champion the reasons for, and benefits of, change to all stakeholders;
- procedures for the board to set and manage risk appetite and tolerance; ensuring that risks are aligned with strategic priorities and improvement plans and that appropriate

intervention strategies are in place and embedding risk management at every level of governance; and

- an informed decision on whether to form, join or grow a group of schools which is underpinned by robust due diligence and an awareness of the
- need to review the effectiveness of governance structures and processes if and when the size, scale and complexity of the organisation changes.

2. Accountability that drives up educational standards and financial health through:

- rigorous analysis of pupil progress, attainment and financial information with comparison against local and national benchmarks and over time;
- clear processes for overseeing and monitoring school improvement and financial health, providing constructive challenge to executive leaders;
- a transparent system for performance managing executive leaders, which is understood by all in the organisation, linked to defined strategic priorities;
- effective oversight of the performance of all other employees and the framework for their pay and conditions of service;
- a regular cycle of meetings and appropriate processes to support business and financial planning; and
- effective controls for managing within available resources and ensuring regularity, propriety and value for money.

3. People with the right skills, experience, qualities and capacity who:

- understand the purpose of governance and the role of non-executive leadership and have all the necessary skills, as outlined in the department's *Competency frameworks: for governance and professional clerking*, to deliver it well;
- include an effective chair and vice-chair with the ability to provide visionary strategic non-executive leadership;
- provide sufficient diversity of perspectives to enable robust decision making;
- are recruited through robust and transparent processes against a clear articulation of required skills which are set out in a role specification;
- use active succession planning to ensure the board, and the whole organisation, continues to have the people and leadership it needs to remain effective; and
- employ a professional clerk, and as necessary a company secretary, to provide expert advice and guidance and to ensure the efficient and compliant operation of the board.

4. Structures that reinforce clearly defined roles and responsibilities through:

- appropriate board and committee structures that reflect the scale and structure of the organisation and ensure sufficient and robust oversight of key priorities;
- clear separation between strategic non-executive oversight and operational executive leadership which is supported by positive relationships that encourage a professional culture and ethos across the organisation;
- processes for ensuring appropriate communication between all levels and structures of governance and to pupils/students, parents/carers, staff and communities – particularly to ensure transparency of decision-making;
- in academy trusts, significant separation between members and trustees to enable members to exercise their powers objectively;
- published details of governance arrangements including the structure and remit of the board and any committees which is understood at all levels of governance and leadership and is reviewed regularly; and

5. Compliance with statutory and contractual requirements, through:

- awareness of, and adherence to, responsibilities under education and employment legislation and where applicable, charity and company law and all other legal duties including Canon law where applicable;
- plans to ensure that key duties are undertaken effectively across the organisation such as safeguarding, inclusion, special education needs and disability (SEND), and monitoring and oversight of the impact of pupil premium and other targeted funding streams;
- understanding of, and adherence to, responsibilities under the Equalities Act, promoting equality and diversity throughout the organisation including in relation to its own operation.

6. Evaluation to monitor and improve the quality and impact of governance through:

- regular skills audits, aligned to the organisation's strategic plan, to identify skill and knowledge gaps and which both define recruitment needs and inform a planned cycle of continuous professional development (CPD) activity including appropriate induction for those new to governance or to the board;
- processes for regular self-evaluation and review of individuals' contribution to the board as well of the board's overall operation and effectiveness;
- commissioning external reviews of board effectiveness, particularly at key growth or transition points, to gain an independent expert assessment of strengths and areas for development; and
- documentation which accurately captures evidence of the board's discussions and decisions as well as the evaluation of its impact and which complies with legal requirements for document retention.

For further information on all 6 areas of effective governance please refer to the DfE Governance Handbook 2020.

1.3 Instrument of Government

DIOCESE OF LICHFIELD - INSTRUMENT OF GOVERNMENT

1. The name of the School is: The King's CE School, Wolverhampton, WV6 8XG
 2. The School is a Voluntary Aided School.
 3. The name of the Governing Board is: The Governing Board of The King's CE School
 4. The Governing Board shall consist of:
 - a. Seven Foundation Governors;
 - b. Two Parent Governors;
 - c. One LA Governor;
 - d. One Staff Governor;
 - e. One Principal;
 - f. One Co-opted Governor;
 5. Total number of Governors: 13
 6. The Lichfield Diocesan Board of Education shall appoint six Foundation Governors.
 7. The holder of the following office shall be a Foundation Governor Ex-Officio: ***The Principal Officiating Minister of the Parish of Tettenhall Regis***

The Archdeacon of Walsall shall be entitled, to appoint a Foundation Governor to act in the place of the Ex-Officio Foundation Governor whose governorship derives from the office named above, in the event that that Ex-Officio Foundation Governor is unable or unwilling to act as a Foundation Governor, or has been removed from office under Regulation 21 (1) of the School Governance (Constitution) (England) Regulations 2012.
 8. The Archdeacon of Walsall shall be entitled to request the removal of the Ex-Officio Foundation Governor whose governorship derives from the office named in 7 above and to appoint a Foundation Governor in substitution for such Ex-Officio Foundation Governor.
 9. Recognising its historic foundation, the School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level
The School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and provides Christian values through the experience it offers to all its pupils.
 10. This Instrument of Government comes into effect on 1st September 2020
 11. This Instrument was made by order of Wolverhampton Local Authority on 1st September 2020
 12. A copy of the Instrument of Government must be supplied to every member of the Governing Board (and the Principal if not a Governor), to the Trustees, to the Lichfield Diocesan Board of Education and to the Parochial Church Council of the Parish of Tettenhall Regis.
 13. This Instrument of Government was made and shall be applied under the terms of the School Governance (Constitution) (England) Regulations 2012.
 14. The board may appoint as many co-opted governors as it considers necessary (ensuring that conditions within the Constitution Regulations 2012 are fully adhered to regarding the balance of staff/non-staff governors)
 15. The term of office for all governors will be 4 years
 16. The chair and vice-chair of the board will be elected annually.
- The Common Seal of Wolverhampton)
City Council was hereunto affixed in)
the presence of)

Authorised Office

The King's CE School Governing Board Membership and Terms of Reference

Reviewed and Adopted: 14th September 2021

Current version as at: 14th September 2021

2.1 Governing Board Membership -2021/2022 Academic Year

	Term Start	Term End	Appointed By
Foundation Governors			
Ann Gough (reappointed 22/2/21)	22 nd Feb 2022	21 st Feb 2026	Lichfield Diocese
Greta Lowe (reappointed 19/11/18)	31 st Aug 2014	30 th Aug 2022	Lichfield Diocese
Rev. Richard Reeve	17 th Nov 2008	Ex-Officio	Lichfield Diocese
Kevin Bruerton	1 st Apr 2020	31 st Mar2024	Lichfield Diocese
Teresa Badger	1 st Apr 2020	31 st Mar2024	Lichfield Diocese
Matthew Jennings	4 th May2020	3 rd May 2024	Lichfield Diocese
Vacancy (1)	10 th Dec 2020		
Staff Governor			
Anne Hurley	21 st Jan 2019	20 th Jan 2023	Governing Board
Principal			
Joy Langley	19 th Apr 2021	Ex-Officio	Governing Board
Parent Governors			
Alana Blincoe	21 st Jan 2019	20 th Jan 2023	Governing Board
Vicki Frost	21 st Sept 2020	20 th Sept 2024	Governing Board
Co-opted Governor			
Philippe Shoker	25 th January 2021	24 th January 2025	Governing Board
Local Authority Governor			
Charlotte Hathaway	25 th January 2021	24 th January 2025	Wolverhampton City Council

Chair: Ann Gough

Vice Chair: Kevin Bruerton

2.2 Meeting Dates 2021-2022

	Autumn Term	Spring Term	Summer Term
Full Governing Board	14 th September 2021	25 th January 2022	10 th May 2022
Curriculum & Standards Committee	28 th September 2021	8 th March 2022	24 th May 2022
Resource, Finance & Personnel Committee	19 th October 2021 7 th December 2021	8 th February 2022 26 th April 2022	28 th June 2022
Admissions Committee	23 rd November 2021	No Meeting	17 th May 2022
Pay Committee	19 th October 2021	No Meeting	No Meeting

All meetings are on a Tuesday and will start at 4pm with the exception of the Pay Committee which will take place at 2pm

2.3 Governors Committee Calendar 2021-22

Full Governing Meeting			
	Agenda Items	Standing Items	Policies (Policies in Red are statutory, annual policies)**
Tuesday 14/09/21 @4pm	<ul style="list-style-type: none"> • Governors Vision for future - discuss • Governors Code of Conduct – review/agree • Chair/vice chair election – elect • Instrument of Government - approve • Committee Structures and appointments - agree • Terms of Reference – review/agree • Results overview – GCSE and A Level - note • Planned audits and reviews for the term - note • School Improvement Plan – including performance targets • Link Governor policy and procedure • Covid-19 response – note • Academisation – update on progress • Recruitment of Principal • School Marketing strategy – approve 	<ul style="list-style-type: none"> • Governor Improvement Plan • Report on Governor Training – and training needs to be addressed • Chair’s actions • Chair’s correspondence • Minutes of sub-committee meetings – receive • Principal’s report • Reports from Governor monitoring visits • SIAMS • CYPiC (Progress of CYPiC/PEPs) • Risk Register • GDPR • Safeguarding • AOUB 	<ul style="list-style-type: none"> • Pay Policy (if available) • Safeguarding & CP Policy • Staff Code of Conduct Policy • Disciplinary Procedures • Data protection Policy • Protection of biometric information of children in schools and colleges • Whistleblowing • Accessibility Plan (every 3 years) • Governors Allowances • Register of Business Interests • Appraisal Policy
Tuesday 25/01/21 @4pm	<ul style="list-style-type: none"> • Governors Vision for future – discuss/update • Pupil admissions outcome - ratify • Revised Autumn Term Budget Plan 2021/22 - approve • Finance and Staffing - note • Principal’s Report – including evaluation of key school priorities - note • Pay Committee including Principal’s Appraisal – ratify • Academisation - update • Covid-19 response - note 		<ul style="list-style-type: none"> • Social media Policy • ICT acceptable use Policy • Capability Policy • Assault Policy

Monday 10/05/21@4 pm	<ul style="list-style-type: none"> • Governors Vision for future – discuss/update • Building work progress • Budget 2021-22 – ratify 		<ul style="list-style-type: none"> • Visitors Policy • Complaints Policy • Travelling Expenses Policy
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Curriculum & Standards Committee			
	Agenda Items	Standing Items	Policies
Tuesday 28/09/21 @4pm	<ul style="list-style-type: none"> • Analysis of KS4 and 5 outcomes from summer 2021 – to note • ECT and NPQ framework – to note actions • Support Staff CPD • Premium KPD • Curriculum Intent – Creative Faculty 	<ul style="list-style-type: none"> • Principal’s Report • Monitoring of progress with the School Improvement Plan – monitoring the performance of groups, documenting the monitoring and impact of SIP actions: <ul style="list-style-type: none"> ○ Quality of Education ○ Behaviour & Attitudes ○ Pupils’ Personal Development ○ Leadership & Management ○ Post-16 	<ul style="list-style-type: none"> • Behaviour Policy & Behaviour Principles (written statement) • Attendance Policy • Assessment Policy • Anti-bullying Policy • Collective Worship Policy • Newly Qualified Teachers • Children with Health Needs who Cannot Attend School • Supporting pupils with medical conditions
Tuesday 22/02/22 @4pm	<ul style="list-style-type: none"> • ICT Strategy and Development • Summary of exam analysis/review meetings • Pupil Premium Review – to note actions • SEND Review – to note actions • Support and Challenge Plans • Curriculum Intent – Work Faculty and Careers 	<ul style="list-style-type: none"> • Reports from Governor monitoring visits • Attendance of Pupils – focus on our key groups • Ethos Committee – feedback • Equality Working Group – feedback • GDPR • SIAMS • AOUB 	<ul style="list-style-type: none"> • Physical restraint and reasonable force Policy • Exam Policy • Pupil Premium Policy • Teaching and Learning Policy • Careers Policy and Provider Access Statement
Tuesday 24/05/21 @4pm	<ul style="list-style-type: none"> • Year 9 Options • Agree RE Schemes of Work • Enrichment and Extracurricular participation (approval of residential visits for 2022-23) • King’s Leadership CPD • NQT and ITT support programmes 		<ul style="list-style-type: none"> • CYPiC Policy • RSE Policy • School uniform Policy • Support for carers Policy • SMSC Policy • British Values Policy • Equality Policy (every 4 years) • Exclusion Policy • SEND Policy

Admissions Committee			
	Agenda Items	Standing Items	Policies
Tuesday 23/11/21 @4pm	<ul style="list-style-type: none"> • Agree ranking from applications received - ratify 	<ul style="list-style-type: none"> • Key Performance Indicators – progress dashboard • GDPR • Safeguarding • AOUB 	<ul style="list-style-type: none"> • Admissions Policy
Tuesday 18/05/22 @4pm	<ul style="list-style-type: none"> • School marketing strategy/primary liaison - discuss • Open events for 2022-23 – including prospectus – approve 		

Resources, Finance & Personnel Committee			
	Agenda Items	Standing Items	Policies
Tuesday 19/10/20 @4pm	<ul style="list-style-type: none"> • Revised Autumn term Budget Plan 2021-22 – approve (to LA by 31.10.21) • Licensed deficit application – note progress • Buildings update – note progress • School Meals Strategy – agree • Academisation update – repair grant and bids and AO grant • Swimming Pool tender • Schools Condition Allowance application – to consider and approve • Income generation and marketing strategy – consider/approve • Confirmed carry forward & CFR report • Audited School Fund Accounts • Authorised Signatory Listing • Statement of Internal Control, Financial Controls Checklist & Pre-Certification Checklist – approve 	<ul style="list-style-type: none"> • Principal’s Report – to consider/approve • Key Performance Indicators – progress dashboard • Finance Audit Report – (Sept 2019) – progress on actions • Virements • Variance analysis • Expenditure Above Delegated Limit • Cost Centre Summary Reports • Contracts/Quotes/Leases • Inventory – Disposals & Additions (Goods held on site/disposed of) • GDPR • Health and Safety Review (Oct 2019) – progress on actions • Governors’ Risk Register • Health and Safety Report (including accidents, injuries and near misses & reported concerns) • Appointments, resignations and staffing changes • Cover and Absence Report • Staff Wellbeing 	<ul style="list-style-type: none"> • Charging and remissions Policy • Financial management Procedures • Management of attendance Policy

	<ul style="list-style-type: none"> • Benchmarking analysis • Staff Review of Roles • Staffing Structure - review • Staff Survey – results and actions 	<ul style="list-style-type: none"> • CPD report • Safeguarding • SIAMS • AOUB 	
Tuesday 07/12/20 @4pm	<ul style="list-style-type: none"> • Budget forecasting 2021-22 - note • Swimming pool tender – agree • Licensed deficit update – receive an update • Schools Financial Procedures Manual • Pupil Premium Financial Statement • Governor Competency Matrices • Staffing review – continued 		<ul style="list-style-type: none"> • Dignity at Work Policy • Leave of Absence for reasons other than sickness • Management of allegations against staff
Tuesday 08/02/22 @4pm	<ul style="list-style-type: none"> • School Condition Allowance – update • School building works – note plans • School meals provision – note progress • Estimated C/fwd including estimated percentage of surplus • Funding document - note • Service Level Agreements / cost & service comparisons • SFVS assessment and action plan – need to meet 31 March deadline • Staffing structure • Staff review of roles 		<ul style="list-style-type: none"> • Educational Visits Policy • Flexible Working Policy • Grievance Procedures
Tuesday 26/04/22 @4pm	<ul style="list-style-type: none"> • Draft Budget Plan 2021-22 – approve (to LA by 31.05.22) • Annual Inventory • Financial Controls Action Plan Progress • Governor Competency Matrices Analysis • Feedback from mid-year appraisal 		<ul style="list-style-type: none"> • Premises Management Documents - section 10.3** • Educational visits Policy • Lockdown Policy • Fire safety Policy • Health and Safety Policy • First Aid in Schools
Tuesday 28/06/22	<ul style="list-style-type: none"> • Confirmed carry forward 		<ul style="list-style-type: none"> • Part time teachers pay and conditions of service

@4pm	<ul style="list-style-type: none"> • CFR Report • Surplus balance return – part A • Staff Update • School meal arrears • School Visits analysis 		<ul style="list-style-type: none"> • Recruitment and Selection Policy • Support staff probationary Policy • Volunteer Policy
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Pay Committee			
	Agenda Items	Standing Items	Policies
Monday 19/10/20 @2pm	<ul style="list-style-type: none"> • Appraisal Cycle 2019-20 and Pay Policy 2020-21 • Principal's Appraisal and Pay Review - ratify • Teaching Staff Appraisal and Pay Review - ratify • Request for exceptional movement of more than one point – consider/agree • Movement to Upper Pay Spine (UPS) – consider/agree • Support Staff Appraisal - note 		<ul style="list-style-type: none"> • Pay Policy (if not already approved)

2.4 Terms of Reference 2021-22

Review of committees and delegation

The governing board must review the committee structure, terms of reference for each committee and the membership of each committee on an annual basis.

Terms of Reference

The following committees established by the governing board comply with The School Governance (Role, Procedures and Allowances) (England) Regulations 2013.

The principal can attend all meetings of any committee established by the governing board but in some instances this may only be in an advisory capacity. When an issue is being discussed which directly affects the principal they must, as with any other governor in a similar position, declare an interest and physically withdraw from the meeting.

In maintained schools the quorum for a meeting of the full governing board and for any vote on any matter at such meeting, is one half (rounded up to a whole number) of the membership of the governing board at the time of the meeting **not including any vacant positions**. In the event of equal votes the chair has the casting vote.

Virtual meeting arrangements

The Governing Board has approved the use of “virtual attendance” at meetings (approved at FGB meeting on 4th May 2020).

For full details, please refer to the Virtual Governance Policy.

Committees

The legal minimum quorum for committee meetings is three voting governors. The quorum for committees will not include associate members - despite any voting rights they may have been given - as they aren't considered to be members of the governing board.

The appointed clerk will undertake the clerking of the committees.

The committee minutes shall be included as an agenda item for consideration/information at the next meeting of the full governing board where appropriate.

All decisions made by committees with delegated powers should be reported to the next full meeting of the governing board. If the minutes are not finalised a brief statement of the conclusions reached should be given.

The chair of the committee will be appointed at the first full governing board/committee meeting of the academic year. Governors who are employed by the school are not eligible to be appointed as chair.

Committees will have delegated powers to approve policies as relevant to that committee.

The governing board cannot delegate any functions relating to:

- The constitution of the governing board (unless otherwise provided by the constitution regulations),
- The appointment or removal of the chair and vice chair/clerk,
- The appointment or removal of governors,
- The suspension of governors,
- The delegation of functions and establishment of committees,
- Change of school name or status,
- Salary range for the head teacher/principal & deputy/vice principal.

Associate Members

In maintained schools the governing board can appoint associate members to serve on one or more committees of the board. Associate members can attend full board meetings but may be excluded from any part of a meeting where the business being considered concerns a member of school staff or an individual pupil. They can be appointed for a period of between one and four years and can be re-appointed at the end of their term. Associate members are not governors and they are not recorded in the instrument of government (Extracted from Governance Handbook March 2019 – Page 53, paragraph 45).

NB: Associate members are not governors and therefore do not have a vote in full governing board decisions, but may be given a vote on decisions made by committees to which they are appointed.

Admissions Committee

The committee has responsibility delegated by the governing board to:	
<ul style="list-style-type: none"> ➤ Determine offers of places for the annual admissions round as per the school’s admissions policy. ➤ Determine offers of places to ‘mid-term’ applicants as per the school’s admissions policy. ➤ Review the governing board’s admissions rules and make any recommendations for change to the whole governing board. ➤ Ensure publication of the school’s admissions arrangements in the school prospectus. <p><i>Taken from Schools Admissions Code – statutory guidance 2014:</i></p> <p><i>Admission authorities must allocate places on the basis of their determined admission arrangements only, and a decision to offer or refuse admission must not be made by one individual in an admission authority. Where the school is its own admission authority the whole governing body, or an admissions committee established by the governing body, must make such decisions.</i></p>	
Membership	
<ol style="list-style-type: none"> 1. Principal 2. Mrs G Lowe 3. Mrs T Badger 4. Mrs A Gough 	
Chair	Mrs G. Lowe
Clerk	SIPS

Curriculum & Standards Committee

The committee has responsibility delegated by the governing board to:

- Review/approve all policies relevant to the curriculum and roles of the committee

Achievement:

- Review information on school performance to include ASP & OFSTED data dashboard.
- Monitor and review school targets.
- Monitor and review in year progress for all year groups and all groups of pupils.
- Compare school performance against national data.
- Reporting to parents according to statutory requirements.
- Monitor achievement for all groups of pupils (inc. pupil premium).
- Monitor pupils work and carry out pupil conversations.
- Monitor school target setting systems and how this is reported to parents.

Teaching and Learning:

- Review data published by DfE ensuring the school is meeting standards.
- Ensure support & action plans are in place for all teachers who are not at least good.
- Monitor and review quality of teaching across the school.
- Monitor teaching for groups of pupils (inc. pupil premium).
- Monitor intervention groups for all groups of pupils.
- Monitor homework arrangements.

Curriculum:

- Ensure the school is meeting national curriculum requirements and review the curriculum policy statement ensuring it meets pupils' needs.
- Monitor and review the curriculum with a focus on basic skills.
- Monitor skills coverage of curriculum in all subjects.
- Parental engagement.
- Review and update SEF (self-evaluation form).
- Monitor and review school improvement plan.
- Monitor how school are developing pupils' spiritual, moral, social and cultural development.

Behaviour and attendance:

- Review behaviour and attendance policies.
- Monitor school behaviour
- Review and monitor attendance data against school and national targets.

Any item referred by the full governing board

Membership

1. Principal
2. Mrs T Badger
3. Mrs A Gough
4. Mrs G Lowe
5. Mrs A Hurley
6. Rev R Reeve
7. Mr M Jennings
8. Mrs V Frost

Papers Only

- Mr P Sutton

Minimum of three members required for quorum

Chair of committee	Mrs T. Badger
Clerk	SIPS

Possible questions for the Curriculum & Standards Committee to ask:

1. Which groups of pupils are the highest and lowest performing, and why? Do school leaders have credible plans for addressing underperformance or less than expected progress? How will we know that things are improving?
2. How is the school going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals and those who are more broadly disadvantaged, boys and girls, those of a particular ethnicity, and any who are currently underachieving?
3. Which year groups or subjects get the best and worst results and why? How does this relate to the quality of teaching across the school? What is the strategy for improving the areas of weakest performance?
4. Is the school adequately engaged with the world of work and preparing their pupils for adult life, including knowing where pupils go when they leave?
5. How is the school ensuring that it keeps pupils safe from, and building their resilience to, the risks of extremism and radicalisation? What arrangements are in place to ensure that staff understand and are implementing the Prevent duty?
6. Are senior leaders including (where appropriate) the CEO and finance director getting appropriate CPD?
7. Have decisions been made with reference to external evidence, for example, has the Education Endowment Foundation (EEF) Toolkit been used to determine pupil premium spending decisions? How will the board know if current approaches are working and how will the impact of decisions and interventions be monitored using appropriate tools such as the EEF DIY evaluation guide?
8. Are teachers and support staff being used as effectively and efficiently as possible and in line with evidence and guidance?
9. To what extent is this a happy school with a positive learning culture? What is the school's record on attendance, behaviour and bullying? Are safeguarding procedures securely in place? What is being done to address any current issues, and how will it know if it is working?
10. How good is the school's wider offer to pupils? Is the school offering a good range of sports, arts and voluntary activities? Is school food healthy and popular and compliant with the School Food Standards?
11. Is the school encouraging the development of healthy, active lifestyles by using the PE and sport premium for primary schools to fund additional and sustainable improvements to the provision of PE and sport?
12. Is the school promoting high-quality provision in literacy and numeracy using, where appropriate, the Year 7 literacy and numeracy catch-up premium, to make a positive difference in the attainment of pupils?
13. How effectively does the school listen to the views of pupils and parents?
14. How effectively does the organisation listen to the views of staff, and ensure work/life balance for their workforce, and how does the organisation review and streamline

Resource, Finance and Personnel Committee

The committee has responsibility delegated by the governing board to:

Finance:

- Review/approve all policies relevant to finance and roles of the committee.
- Approve the annual budget and present it to the full governing board for ratification.
- Review the actual expenditure and monitoring statements at least once a term.
- Receive & review financial projections.
- Approve expenditure and virements of sums over **£20,000**, sums below that amount are delegated to the Principal.
- Conform to the Schools Financial Value Standards in Schools
- Assess the financial progress towards achieving the objectives in the school improvement plan.
- Review of leases and contracts – including traded services.
- Ensure Best Value principles apply.
- Review the financial implications on the budget of the pay and conditions document.
- Receive the annual accounts and certificate of audit of the school fund account and other voluntary funds held within school.
- Assess the schools insurance cover to ensure that it provides adequate protection against risks.
- Review and approve internal financial procedures.
- Ensure LA/academy financial procedures are complied with. This is to include:
 - A Cost Centre Group Report or Account Summary Report (or equivalent)
 - A Virement Report,
 - A copy of the latest Suspense File (non-cheque book and EPA schools only)
 - A system report showing cumulative expenditure of £10,000 or more with an individual supplier.Note: This must not be restricted to an individual financial year and may cross a number of financial years
- Ensure requirements for the tendering process are followed and comply with the EU Procurement Threshold. The tender limit for the European Threshold currently being £181,302 for supplies and services, and £4,551,413 for works.
- Obtain quotations with a view to placing contracts/orders, once the relevant committee has drawn up a specification.

Staffing:

- Review/approve all policies relevant to staffing and roles of the committee.
- Consider applications from staff for variation to contract (secondments, early retirements, leave of absence, reduced working hours etc).
- Ensure all personnel records are held securely.
- Review the staffing structure of the school annually ensuring that it meets the requirements of the curriculum and is in line with the school improvement plan.
- Review staff work/life balance, working conditions and well-being, including the monitoring of absence.
- Implement the appraisal policy and monitor teacher appraisal process.
- Equal Opportunities.
- Establish and maintain rolling programme for Disclosure & Barring Service (DBS) Checks.
- Staff training and CPD.

Premises Health & Safety:

- Review the health and safety policy on an annual basis, amend, develop and review any other health and safety related policies or procedures.
- Establish and review an accessibility plan.
- Review e-safety policy and procedures.
- Receive Health and safety audit, and monitor any action plans that come out of the audit.
- Receive a regular report on accident statistics, near misses, incidents of violence or aggression and any RIDDOR incidents.
- Consider any reports provided by inspectors of the enforcing authority under Health and Safety at work Act or any other relevant enforcement authority.
- Comply with current fire safety legislation and regulations.
- Ensure risk assessments are carried out and reviewed on a regular basis.
- Review and approve upcoming offsite activities, ensuring that health and safety planning and risk assessments have been undertaken for them.
- Ensure Fire risk assessment is carried out and reviewed annually, and any recommendations identified will be transferred to an actions plan, which will be monitored by governors to ensure completion.
- Ensure fire log book is maintained and updated.
- Inspect the school site and buildings to enable maintenance and improvement, including security (Site visit). The inspection to be documented any actions monitored.
- Ensure building related maintenance checks have been carried out at appropriate intervals and actions are monitored until completion. This will include but not limited to:
 - Electronic testing – PAT testing
 - Asbestos (where applicable)
 - Annual gas service
 - Glassing risk assessment
 - Ladder log
 - Playground equipment and gym inspection
 - Lifting equipment
 - Local exhaust ventilation (where applicable)
 - Legionella risk assessment and relevant checks
- Ensure premise log book is being maintained and the premise manager and deputy have attended relevant health and safety training.
- Governors need to be satisfied that contractors do not pose a health and safety risk whilst on the school premise and should therefore have a system in place to ensure contractors are managed whilst carrying out work on the school premise. The system should identify relevant health and safety information required prior to a contractor coming on site and the process to be followed whilst on site. There should be a procedure for commissioning contractors.
- Consideration should be given to any health, safety and welfare implications posed by new equipment or circumstances.
- Receive reports and audits from health and safety representatives (to include caretaking and cleaning), actions identified should be monitored to completion.
- Health and safety self-monitoring return.
- Monitor the health and safety training that staff and governors have undertaken and plan any future training required.
- Monitor all safeguarding procedures.
- Keep up to date on any changes in health and safety legislation that may have an impact for the school.
- Review communications and publicity relating to health and safety in the school and where necessary recommend any improvements or changes, how information is communicated and made available within the school.

Any item referred by the full governing board

Membership	
<ul style="list-style-type: none"> • Principal • Mr K. Bruerton • Mrs A Gough • Rev Reeve • Mrs T Badger • Mrs A Hurley • Mrs A Blincoe • Mrs G Lowe <p>Minimum of three members required</p>	
Chair of Committee	Mr K. Bruerton
Clerk	SIPS

Possible questions for the Resource, Finance and Personnel Committee to ask:

1. Does the school have the right staff and the right development and reward arrangements? What is the school's approach to implementation of pay reform and performance-related pay? If appropriate, is it compliant with the most up to date version of the School teachers' pay and conditions document? Is the school planning to ensure it continues to have the right staff?
2. Are resources allocated in line with the organisation's strategic priorities?
3. Does the organisation have a clear budget forecast, ideally for the next three years, which identifies spending opportunities and risks and sets how these will be mitigated?
4. Does the organisation have sufficient reserves to cover major changes such as re-structuring, and any risks identified in the budget forecast?
5. Is the organisation making best use of its budget, (e.g., by integrating its curriculum planning with its financial planning and using efficiency data to inform decision making)?
6. Does the organisation plan its budgets on a bottom up basis driven by curriculum planning (i.e. is the school spending its money in accordance with its priorities) or is the budget set by simply making minor adjustments to last year's budget to ensure there is a surplus?
7. Are the organisation's assets and financial resources being used efficiently?
8. How can better value for money be achieved from the budget?
9. Is the organisation complying with basic procurement rules and ensuring it gets the best deal available when buying goods and services in order to reinvest savings into teaching and learning priorities?
10. Is the organisation taking advantage of opportunities to collaborate with other schools to generate efficiencies through pooling funding where permitted, purchasing services
11. Are other schools buying things cheaper or getting better results with less spending per pupil?
12. If the cost of energy seems high compared to similar schools, are there opportunities for investment in energy-saving devices to reduce the cost?
13. If spend on learning resources seems high compared to similar schools, are there opportunities for collaborating with other local schools to bring costs down?
14. If your spending on staffing is higher than other similar schools, are these schools achieving more in terms of attainment? If so what might be learnt from them about how they deploy their workforce?
15. If the spend on teaching assistants is higher than other schools, is the board sure that they are being used effectively and efficiently to support pupil outcomes?

Staffing Committee

The committee has responsibility delegated by the governing board for hearing:	
<ul style="list-style-type: none"> ➤ Staff grievance and discipline (in line with school policies) ➤ Staff dismissal, redundancy and redeployment ➤ Staff capability/management of absence 	
Membership	
<ul style="list-style-type: none"> • To be made up of members who have no awareness of the original incident and are not known personally to the member of staff <p>Minimum of three members required</p>	
Chair of Committee	To be elected at each meeting
Clerk	

Pupil Discipline Committee

The committee has responsibility delegated by the governing board to:	
<ul style="list-style-type: none"> ➤ Review the use of exclusions within school, including exclusions of more than 15 school days and exclusions which would result in a pupil missing the opportunity to take a public exam ➤ Receive and consider any representations lodged by parents of pupils who have been excluded for a fixed term or permanently ➤ Comply with exclusion procedures in accordance with the LA & DfE guidance <p>Any item referred by the full governing board</p>	
Membership	
<ul style="list-style-type: none"> • To be made up of members who have no awareness of the original incident and are not known personally to the appellant parents or pupils <p>Minimum of three members required</p>	
Chair of Committee	To be elected at each meeting
Clerk	

Complaints Committee

The committee has responsibility delegated by the governing board to:	
<ul style="list-style-type: none"> ➤ At the relevant stage hear any complaint made under the school complaints procedures <p>Any item referred by the full governing board</p>	
Membership	
<ul style="list-style-type: none"> • To be made up of members who have no awareness of the original incident and are not known personally to the complainant <p>Minimum of three members required</p>	
Chair of Committee	To be elected at each meeting
Clerk	

Appeals Committee

The committee has responsibility delegated by the governing board for hearing appeals with regard to:	
<ul style="list-style-type: none"> ➤ Pay ➤ Redundancy ➤ Staff grievance ➤ Leave of absence – if appropriate ➤ Staff dismissal ➤ Any Item referred by the full governing board <p>When dealing with an appeal the committee should be equal to or greater than the original committee that made the decision</p>	
Membership	
<ul style="list-style-type: none"> • To be made up of members who have no awareness of the original incident and are not known personally to the appellant <p>Minimum of three members required</p>	
Chair of Committee	To be elected at each meeting
Clerk	

Pay Committee

(delegated to representatives from the Resource, Finance and Personnel Committee)

The committee has responsibility delegated by the governing board to:	
<ul style="list-style-type: none"> ➤ Undertake functions in relation to appraisal and pay progression as determined in the pay policy <p><i>Committee to meet once per year in the autumn term</i></p>	
Membership	
<ol style="list-style-type: none"> 1. 2. 3. <p><i>Minimum of three members required. Cannot be Principal or governor employed by the school</i></p>	
Chair of Committee	
Clerk	

Principal Appraisal

The committee has responsibility delegated by the governing board to:	
<ul style="list-style-type: none"> ➤ Meet the external advisor to discuss the Principal's performance targets ➤ Decide whether targets have been met and set new targets annually ➤ Recommend pay progression to the relevant committee and in accordance with the pay policy ➤ Undertake mid-year monitoring of the Principal's performance against targets 	
Membership	
<ol style="list-style-type: none"> 1. Ann Gough 2. Vicki Frost 3. Review office: Kevin Bruerton <p><i>Minimum of two members required</i></p>	
Chair of Committee	
Clerk	

Selection Panel for Principal/Vice Principal Appointments

The panel has responsibility delegated by the governing board for the:	
<ul style="list-style-type: none"> ➤ Selection of the principal and vice principal (Guidance on this process will be provided by your school improvement partner) <p><i>The appointment must always be ratified by the full governing board</i></p>	
Membership	
<ol style="list-style-type: none"> 1. 2. 3. <p><i>Minimum number of members as per appointment of staff delegations. All members must be available at all stages of the process</i></p>	
Chair of Committee	To be elected at each meeting
Clerk	

2.6 Link Governors 2021/22

We would like governors to be linked with key priority areas across the school so that they can gain a greater understanding of the work that the school is undertaking in order to bring about improved outcomes for our students. The following are the key areas that have been identified:

Key area	Description	Lead person	Link Governor
Behaviour and attendance	<p>Focusing on all aspects of behaviour support from improving classroom management to working with outside agencies. Strategies to monitor and improve attendance ranging from rewards for good attendance to possible legal action for non-attendance at school.</p> <p>Reviewing policy and practice in all aspects of attendance monitoring and behaviour support.</p>	Nurinder Kaur Acting Assistant Principal	Ann Gough
Teaching, Learning and Assessment & Curriculum	<p>Improving the quality of teaching, learning and assessment - focusing on ensuring that teachers are consistently delivering high quality lessons; that they are prepared to use innovative and engaging activities in order to motivate and inspire pupils and that teaching enables all students to make exceptional progress.</p> <p>Ensuring that there is a robust assessment of students' progress (test, examination, assessment in lessons etc) and that this assessment is being used to ensure that outcomes in examinations are maximised</p> <p>Working with Curriculum Team Leaders to ensure that we are offering our students a broad and balanced curriculum that engages them and will provide them with the necessary skills and qualifications to be successful throughout their lives</p>	<p>Rachel Morgan Jones</p> <p>Acting Assistant Principal</p> <p>+ for KS3 Achievement – GRE</p> <p>+ for KS4 Achievement – LIN</p> <p>Careers - ARD</p>	<p>Teresa Badger</p> <p>Matthew Jennings</p> <p>Alana Blincoe</p>
Special Educational Needs and Disabilities (SEND)	<p>Ensuring that the needs of all of our students are met through the delivery of 'quality-first' teaching as well as carefully planned interventions that enable students to make outstanding progress regardless of their learning difficulties.</p> <p>Reviewing policy and practice in all aspects of SEND provision.</p>	Tom Lingard Assistant Principal	Greta Lowe
Pupil Premium (PP) & Year 7 Catch up	Carefully looking at our provision across the school to ensure that there are no gaps between the outcomes for disadvantaged and non-disadvantaged students. The money that comes in to schools for PP students should be carefully used and schools are accountable for how it is spent and the impact that this expenditure has on student outcomes.	Tom Lingard, Assistant Principal	Anne Hurley
Health and Safety	Ensuring that the school is fully compliant with all the latest health and safety requirements. Full overview of all H&S policies and procedures as the school moves on from its BSF phase. This is a key area of responsibility for the governing body.	Joy Langley Principal	Kevin Bruerton
Primary Liaison	Developing links with our feeder primary schools and working on our strategy to ensure that our intake to Year 7 is maximised. Working on ways of ensuring that progress is maintained during the transition from primary to secondary school.	Chris Green Assistant Principal	Teresa Badger

Safeguarding, LAC and compliance	Focusing on policies and procedures to ensure that the welfare of our students is promoted at all times and that any concerns are dealt with thoroughly and efficiently.	Phil Sutton Vice Principal	Ann Gough
Church School Ethos	Ensuring and promoting whole school ethos	Joy Langley Principal JGemma Manser RE & Ethos CTL	Rev. Richard Reeve
School Website & Social Media	Ensuring compliance/policy & procedures/documentation/presentation and promotion of the school	Chris Green Assistant Principal	Alanna Blincoe
Staff Well-being	Ensuring that there is full consideration of staff well-being in policy and in practice	Joy Langley, Principal	Anne Hurley
Equality	Ensuring that the school is fulfilling its duty under the 2010 Equality Act in all aspects –ethos, policy and practice	Phil Sutton	Vikki Frost
6 th Form provision	Ensuring the curriculum and development of 6 th form students including marketing, outcomes, financial viability of provision	Phil Sutton	

2.7 The King’s CE School Governors’ Link Governor Visits Policy

The King’s CE High School welcomes and values visits by members of its Governing Body outside of the calendared meetings. A Governors visit is critical in deepening their understanding of the school and its community and thereby enables them to carry out their roles and duties with greater effectiveness. One of the key roles and responsibilities for the Governing Body is to monitor the progress and performance of the school. Undertaking visits demonstrates the Governors’ role in the strategic management of the school by helping to hold the school to account and evaluate its progress.

The Governors visiting programme is an integral part of the school’s yearly monitoring calendar and the school’s self-review. Each Governor is expected to make at least two visits a year during school time. There should be an agreed focus for any Governor visit. It may be related to the Governor’s specific role on the Governing Body, e.g. subject link Governor, safeguarding or to gain a deeper understanding of a particular aspect of the school life or the school development plan. Each visit should be linked to an area of the School Development Plan.

All new Governors will visit the school as part of their induction to their role and school to gain an understanding of how the school is organised and operates, to meet some of the staff and pupils, appreciate its distinctive ethos and have a brief discussion with the Principal and some of the other school leaders regarding the school’s priorities and purpose.

Every Governor is also encouraged to attend our important school events, such as Pride of King’s, Presentation evenings, school concerts, school productions. The dates of these events are published annually and available from the Clerk to the Governors.

There are many benefits to staff and Governors from a Governor visit.

Benefits to Governors

- a) to see the school at work and gain first-hand information to inform decisions;

- b) to develop relationships with the staff and pupils and demonstrate their commitment to the school;
- c) to understand the environment in which staff work and recognise different teaching styles;
- d) to see policy and the school improvement plan in action and confirm their understanding of the school's strengths and weaknesses;
- e) to recognise and celebrate success.

Benefits to Staff

- a) to get to know the governors;
- b) to help governors to understand the realities of working in a classroom;
- c) to better understand the governors' role and responsibilities;
- d) to have the opportunity to share expertise and reflect on practice through discussion;
- e) to highlight the need for particular resources.

The visit is not about:

- Inspection
- Making judgements about the professional expertise of the teacher
- Checking on your own children
- Pursuing a personal agenda
- Arriving with inflexible pre-conceived ideas

Protocols for Governors making a visit

In order that your visit might be made as effective as possible, we ask that the following protocol is followed:

	Always	Never
Before	<ul style="list-style-type: none"> • Contact the Principal or member of SLT and agree a date, time and focus for the visit with at least a week's notice • Clarify the etiquette, courtesies and expectations for the visit • Agree the activities to be included in the visit such as visiting lessons, work scrutiny, talking with students and draw up a plan for the visit. • The Principal or member of SLT will ensure that all staff are aware of the visit and the expectations on them. 	<ul style="list-style-type: none"> • Turn up unannounced
During	<ul style="list-style-type: none"> • Arrive on time and meet with the Principal or member of SLT at the start of the visit. • Keep to the programme agreed • Introduce self to staff and students as appropriate • Act as an observer and only participate in the class at the invitation of the teacher • Respect the professionalism of the teacher, supporting but not interfering • Be calm and enjoy the visit 	<ul style="list-style-type: none"> • Assume a different role • Walk in with a clipboard • Interrupt the teacher • Distract the pupils from their task

After	<ul style="list-style-type: none"> • Remember to thank all members of staff and students • Meet with the Principal/SLT member to give a verbal report, and to raise any issues that arose • Complete the Governor Visit Proforma, reporting on the focus. The completed form should be emailed to the Principal and member of SLT within a week of the visit and then, after any possible alterations, the form will be circulated to the governing body and staff • Governors must report without giving opinions and where possible individuals should not be able to be identified. • It is important to remember that visits are a snapshot in time, and judgements should not be made arbitrarily. 	<ul style="list-style-type: none"> • Leave without acknowledgement • Break rules of confidentiality
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Policy Review

- The policy should be reviewed every two years. The key questions should be:
- Has every Governor visited at least once during the year?
- Has each Governor made links with their allocated areas/subjects/member of SLT responsible?
- Are our visits achieving the potential benefits identified in this policy?
- Have there been any unexpected benefits

Appendix 1: Governor Link Visit Proforma

2.8 Special Responsibility Governors

Safeguarding/Child Protection Governor *	Ann Gough
SEND Governor	Greta Lowe
Health and Safety Governor	Kevin Bruerton
Safer Recruitment Governor	Ann Gough

**In accordance with Keeping Children Safe in Education 2020 'Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their schools or college's safeguarding arrangements.' The DfE have confirmed that this can be a member of staff, but that person must be a member of the board as well (for example, the headteacher or a staff governor) and that this must be a separate person from the DSL, in order to ensure there is sufficient challenge to the organisation's safeguarding arrangements and performance.*

2.9 Items Delegated to an Individual(s)

Delegation of expenditure and virements

That sums below £20,000 be delegated to the Principal.

Disposal of surplus stock

Delegated to Principal with the approval of the chair of the governing board.

Delegation of Suspension

That suspension be delegated to the chair in instances where the Principal is the person in question or involved in the case. That the chair be given delegated powers to lift the suspension after taking advice from LA Human Resources or any other organisation providing the service to the school.

Delegation of Dismissal

That dismissal be delegated to the Principal in the case of a staffing restructure

Approval for Expenditure

The chair of governors or chair of the Resource, Finance and Personnel committee be given approval for expenditure above the set limit prior to the committee meeting – **only in cases of emergency**

2.10 Appointment of Staff

(ensure no appointment is carried out by one person alone)

Lunchtime/Cleaning/Administration Support Staff	<ul style="list-style-type: none">• Principal or Vice Principal• Post Line Manager
Educational Support Staff	<ul style="list-style-type: none">• Principal or Vice Principal• 1 Governor
Teaching Staff	<ul style="list-style-type: none">• Principal• 1 Governor
Senior Leadership Team* <i>* Principal and Vice-Principal appointments must be ratified by the relevant body.</i>	<ul style="list-style-type: none">• Principal• 2 Governors

Section 3: Governing Board – Code of Conduct and Role Descriptions

3.1 Code of Conduct for School Governing Boards

This Code should be read in conjunction with the relevant law and for academies, their articles of association and agreed scheme of delegation. It should be adapted as appropriate depending on the governance setting and level of delegation. However, its guiding principles should be retained regardless of the governance setting and level of delegation afforded to it.

The governing board has the following 3 strategic functions:

Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the school(s)/trust
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the Principal (where delegated)
- Monitoring the educational performance of the school and progress towards agreed targets
- Performance managing the Principal (where delegated)
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance, by:

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

NGA recognises the following as the fourth core function of governance:

Ensure that other key players with a stake in the organisation get their voices heard by:

- Gathering the views of pupils, parents and staff and reporting on the results.
- Reaching out to the school's wider community and inviting them to play their part.
- Using the views of stakeholders to shape the school's culture and the underpinning strategy, policies and procedures.

As individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and its strategic role.
- We understand how the role of the board differs from and works with others including the Principal and where appropriate, executive leaders, trust boards and academy committees.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.

- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open governance and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the governing board.
- We will actively support and challenge the executive leaders.
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation.
- We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements.
- We agree to adhere to the school's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law.
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views
- When communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation.
- We will avoid, as far as possible, becoming involved in any communication which may lead to a conflict of interest with the role of the governing board.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits arranged in advance with Principal/Senior Leadership Team and undertaken within the framework established by the governing board.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.

- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency we accept that information relating to governors will be collected and logged on the DfE's national database of governors (Get information about schools).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors, the clerk to the governing board and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We will confront malpractice by speaking up against and bringing to the attention of the relevant authorities' any decisions and actions that conflict with the Seven Principles of Public Life (see annex) or which may place pupils at risk.
- We are prepared to answer queries from other board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

Confidentiality

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

Conflicts of interest

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

Ceasing to be a governor/trustee/academy committee member

- We understand that the requirements relating to confidentiality will continue to apply after a governor leaves office

Breach of this code of conduct

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

Adopted by the governing board of The King's CE School on 21st September 2020

Annex:

The seven principles of public life

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

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty – Holders of public office should be truthful

Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

The Framework for Ethical Leadership in Education

The Ethical Leadership Commission has developed the following Framework for Ethical Leadership to help school leaders take difficult decisions. As important as the language is, these aren't just fine words, they are meant to support a culture in which ethical decision making can flourish.

1. Selflessness School and college leaders should act solely in the interest of children and young people.
2. Integrity School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. Objectivity School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. Accountability School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. Openness School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. Honesty School and college leaders should be truthful.
7. Leadership School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

- a. **Trust:** *leaders are trustworthy and reliable*
We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
- b. **Wisdom:** *leaders use experience, knowledge and insight*
We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.
- c. **Kindness:** *leaders demonstrate respect, generosity of spirit, understanding and good temper*
We give difficult messages humanely where conflict is unavoidable.
- d. **Justice:** *leaders are fair and work for the good of all children*
We seek to enable all young people to lead useful, happy and fulfilling lives.
- e. **Service:** *leaders are conscientious and dutiful*
We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.
- f. **Courage:** *leaders work courageously in the best interests of children and young people*
We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.
- g. **Optimism:** *leaders are positive and encouraging*
Despite difficulties and pressures, we are developing excellent education to change the world for the better.

3.2 Governor Role Description

Role of a school governor

To contribute to the work of the governing board in ensuring high standards of achievement for all children and young people in the school by:

- setting the school's vision, ethos and strategic direction
- holding the Principal to account for the educational performance of the school and its pupils
- overseeing the financial performance of the school and making sure its money is well spent

Chair: _____

Vice-Chair: _____

Clerk: _____

Buddy/Mentor: _____

Activities. As part of the governing board team, a governor is expected to:

1. Contribute to the strategic discussions at governing board meetings which determine:
 - the vision and ethos of the school
 - clear and ambitious strategic priorities and targets for the school
 - that all children, including those with special educational needs, have access to a broad and balanced curriculum
 - the school's budget, including the expenditure of the pupil premium allocation
 - the school's staffing structure and key staffing policies
 - the principles to be used by school leaders to set other school policies
2. Hold the senior leaders to account by monitoring the school's performance; this includes
 - agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan
 - considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance
 - asking challenging questions of school leaders
 - ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits
 - ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies
 - acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing board on the progress on the relevant school priority
 - listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community including employers
3. Ensure the school staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (continuing professional development), and suitable premises, and that the way in which those resources are used has impact.
4. When required, serve on panels of governors to:
 - appoint the Principal and other senior leaders
 - appraise the Principal
 - set the Principal's pay and agree the pay recommendations for other staff

- hear the second stage of staff grievances and disciplinary matters
- hear appeals about pupil exclusions

The role of a governor is largely a thinking and questioning role, not a doing role.

A governor does NOT:

- write school policies
- undertake audits of any sort – whether financial or health and safety – even if the governor has the relevant professional experience
- spend much time with the pupils of the school – if you want to work directly with children, there are many other valuable voluntary roles within the school
- fundraise – this is the role of the PTA, the governing board should consider income streams and the potential for income generation, but not carry out fundraising tasks
- undertake classroom observations to make judgments on the quality of teaching – the governing board monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
- do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing board needs to consider and rectify this

As you become more experienced as a governor, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (e.g. as a chair of a committee). This role description does not cover the additional roles taken on by the chair, vice chair and chairs of committees.

In order to perform this role well, a governor is expected to:

- get to know the school, including visiting the school occasionally during school hours and gaining a good understanding of the school's strengths and weaknesses
- attend induction training and regular relevant training and development events
- attend meetings (full governing board meetings and committee meetings) and read all the papers before the meeting
- act in the best interests of all the pupils of the school
- behave in a professional manner, as set down in the governing board's code of conduct, including acting in strict confidence

Expenses: Governors may receive out of pocket expenses incurred as a result of fulfilling their role as governor and NGA recommends that a governing board should have such an expenses policy. Payments can cover incidental expenses, such as travel and childcare, but not loss of earnings.

3.3 Chair Role Description

The role of the chair of governors should be viewed in the same light as that of the chair of the board in any other sector. The role of the chair is demanding, complex and multi-faceted. The chair leads the governing board ensuring it fulfils its functions well. A good chair will ensure the board's focus is on the strategic. The culture of the board is largely determined by its chair. The chair is "first among equals" but has no defined individual power. A good chair works well with school leaders to advise and shape proposals to be discussed at the board meetings.

The chair should facilitate the governing board working as a team to challenge, support and contribute to the strategic leadership of the school. As well as leader of the board, the chair is at times a confidante, a manager, a critical friend, a cheerleader, an ambassador, an arbitrator, and possibly a mentor and coach; the balance of these roles adopted will depend on the situation at hand and in particular the experience and strengths of the Principal

Role Purpose: Leading governance in schools

To provide leadership to the governing board and ensure that governors fulfil their functions for the proper governance of the school

Leading governance in schools

- To ensure that the governing board and Principal have a shared sense of purpose.
- To ensure the governing board sets a clear vision and strategy for the school(s).
- To lead the board in monitoring the Principal's implementation of the school strategy.

Leading and developing the team

- To ensure the board has the required skills to govern well, and that appointments made fill any identified skills gaps.
- To ensure all governors/trustees receive appropriate induction, ongoing training as needed and have a thorough understanding of their role.
- To ensure members of the board act reasonably and in line with the board's agreed code of conduct.
- To develop a good working relationship with the vice chair, ensuring s/he is kept fully informed and delegating tasks as appropriate.
- To ensure that board members feel valued and encourage their development.
- To carry out a performance review of each governor/trustee.
- To ensure that there is a plan for succession for the chair, vice-chair and any committee chairs, and that by recommending limits on office, there is always a mix of new and experienced members.

The chair, the Principal and accountability

- To build a professional relationship with the Principal which allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings.
- To meet regularly with the Principal, which in normal circumstances is likely to be monthly.
- To ensure that there are transparent and effective processes for the recruitment and induction of the Principal.
- To ensure appropriate governor/trustee involvement in the recruitment of senior leaders.
- To ensure all governors concentrate on their strategic role, receive information fit for purpose and hold the Principal to account.
- To oversee and participate in the Principal's performance review, ensuring that appropriate CPD (continuing professional development) is provided.
- To ensure that the Principal provides staff with an understanding of the role of the governing board and acts as link between the two.

- Where required, represent the governing board in its dealings with external partners and be an advocate for the school.
- To attend school functions (plays/sports days/prize giving) as appropriate and encourage other governors to do so.
- To ensure that complaints made to the governing board are dealt with in a timely and effective manner.
- The chair will also play a lead role in any decision to suspend the Principal.

Leading school improvement

- To ensure the board is involved at a strategic level in the school's self-evaluation process and that this feeds into the key priorities.
- To ensure the board's business is focussed on the key strategic priorities.
- To take the lead in representing the governing board at relevant external meetings with agencies such as Ofsted, the Department for Education and the local authority.
- To ensure the board has mechanisms in place to obtain and listen to the views of parents, pupils and staff.
- To ensure the governing board adopts a visits protocol which is linked to monitoring key strategic priorities:
- The chair who should already have a good knowledge of the school will need to consider whether s/he needs to continue such formal monitoring visits or whether these are now best delegated to the team.

Leading governing board business

- With the clerk and the Principal, to plan for the board meetings, ensuring that agendas focus on the board's key responsibilities and strategic priorities and reducing unnecessary paperwork.
- Chair meetings effectively and promote an open culture on the governing board that allows ideas and discussion to thrive whilst ensuring clear decisions are reached as quickly as possible.
- To collaborate with the clerk to establish effective working procedures and sound committee structures.
- To ensure that decisions taken at the meetings of the governing body are implemented.
- To ensure the governing board appoint a professional clerk capable of providing advice on the board's functions and that s/he is appraised and developed.

Appointing the Chair

In maintained schools and standalone academies this is a decision for the governing board. NGA members can see NGA's recommended process for this in the Guidance Centre

What skills/attributes should a chair have?

Candidates for chair should be able to demonstrate a good selection of the skills/attributes set out below:

- Commitment to the school
- Good understanding of the environment in which the school is operating and wider education policy
- Personal integrity
- Negotiation and diplomacy skills
- Good understanding of the legal responsibilities of the board as both individuals and a corporate entity
- Strong communication skills
- Good organisational skills
- Ability to think strategically
- Ability to prioritise

- Ability to chair meetings well
- Ability to have courageous conversations and make courageous decisions
- Ability to build and get the best out of a team
- Capacity to process information quickly and understand relevant data
- Ability to delegate

3.4 Clerk Role Description

Purpose of role:

- To be accountable to the Governing Board, working effectively with the Chair of Governors, and with the Principal and other governors. The Clerk will be responsible for advising the Governing Body on constitutional matters, duties and powers and will work within the broad current legislative framework. The Clerk will secure the continuity of Governing Board business and observe confidentiality requirements.

1. Provide advice to the governing board

- Advise the board on its core functions and Department for Education (DfE) governance advice, including the Governance Handbook and Competency Framework for Governance
- Advise the governing board on relevant legislation and procedural matters where necessary before, during and after meetings
- Know where to access appropriate legal advice, support and guidance, and where necessary seek advice and guidance from third parties on behalf of the governing board
- Inform the governing board of any changes to its responsibilities as a result of a change in school status or changes in the relevant legislation
- Advise the board on the regulatory framework for governance (relevant acts and regulations, instrument of government)
- Offer advice on best practice in governance, including on committee structures and self-evaluation
- Ensure that statutory policies are in place, and that staff revise these when necessary
- Advise on the annual calendar of governing board meetings and tasks
- Send new governors induction materials and ensure they have access to appropriate documents, including any agreed Code of Conduct
- Contribute to the induction of governors taking on new roles, in particular chair of the board or chair of a committee
- Identify priorities, anticipate issues which may arise, and draw these matters to the chair's attention, proposing recommendations

2. Effective administration of meetings

- With the chair and Principal, prepare a focused agenda for governing board meetings and committee meetings
- Liaise with those preparing papers to make sure they are available on time, and distribute the agenda and papers as required by legislation
- Ensure meetings are quorate
- Record the attendance of governors at meetings (including any apologies, minuting whether they have been accepted or not), and take appropriate action in relation to absences
- Draft minutes of meetings, indicating who is responsible for any agreed action with timescales, and send drafts to the chair and (if agreed by the governing board) the Principal

- Circulate the reviewed draft to all governors/members of the committee, the Principal (if not a governor) and other relevant bodies, such as the local authority/diocese/foundation/trust as agreed by the governing board and within the timescale agreed with the governing board
- Follow-up any agreed action points with those responsible and inform the chair of progress

3. Membership

- Advise governors and appointing bodies in advance of the expiry of a governor's term of office and the impact of this on the board's capacity and skills mix
- Establish, in discussion with the board, open and transparent vacancy filling processes and procedures for election and appointment, so elections or appointments can be organised in a timely manner
- Chair the part of the meeting at which the chair is elected, giving procedural advice concerning conduct of this and other elections
- Collate and maintain information about governors such as any pecuniary interests and, where required, ensure this information is published on the school's website
- Ensure Disclosure and Barring Service (DBS) and other relevant checks are carried out on any members of the board where it is appropriate to do so
- Maintain a record of training undertaken by members of the governing board
- Maintain governor meeting attendance records and advise the chair of potential disqualification through lack of attendance
- Advise the governing board on succession planning (of all roles, not just the chair)

4. Manage Information

- Maintain up to date records of the names, addresses and category of governing board members and their term of office, and inform the governing board and any relevant authorities of any changes to its membership
- Maintain copies of current terms of reference and membership of any committees, working parties and any governors with specific oversight of an area e.g. SEND
- Maintain a record of signed minutes of meetings in school, and ensure copies are sent to relevant bodies on request and are published as agreed at meetings
- Maintain records of governing board correspondence
- Ensure copies of statutory policies and other school documents approved by the governing board are kept in the school and published as agreed, for example, on the website

5. People and relationships

- Develop and maintain effective professional working relationships with the chair, the board and the senior leadership team
- Contribute to the coordination of effective learning and development opportunities for those involved in governance, including induction and continuing professional development

6. Personal Development

- Undertake appropriate and regular training to maintain his/her knowledge and improve practice
- Keep up to date with current educational developments and legislation affecting school governance
- Participate in regular performance management

7. Additional services

- Clerk any statutory appeal committees/panels the governing board is required to convene
- Assist with the elections of parent and staff governors
- Maintain a file of relevant DfE, local authority and diocesan guidance documents
- Maintain archive materials
- Prepare briefing papers for the governing board, as necessary

3.5 Governor Allowances Policy

Contents:

Statement of intent

Legal framework

School Governance (Roles, Procedures and Allowances) (England) Regulations 2013

What can Governors claim expenses for?

How are expenses claimed?

Appendices

[Claim form](#)

Statement of Intent

The King's C E School is dedicated to good practice and ensuring equality through school processes. The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 allow Governing Boards of maintained schools, who have a delegated budget, to decide whether they wish to pay expenses to Governors and Associate Members of the Governing Board, in order to reimburse any expenses they have incurred when serving as a Governor.

This policy has been created with the aim of ensuring all Governors who are members of the Governing Board, receive reimbursements for expenses where the School has derived benefit from the individual serving their Governing duty.

The school believes that including payment for Governors is important in ensuring equality for all governing members of our community and is, therefore, an appropriate use of our annual budget.

Legal framework

This policy has due regard to the following legislation, including, but not limited to:

The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013

This policy also has due regard to the following guidance:

DfE Governors' Handbook 2015

School Governance (Roles, Procedures and Allowances) (England) Regulations 2013

Under these regulations, schools may decide to provide payments to Governors in order to cover costs for expenses paid whilst fulfilling their roles.

There are, however, restrictions on the circumstances under which Governors can receive payments from the school. Governors must not receive any reimbursement for loss of earnings due to attendance at meetings or a payment allowance for attendance.

The circumstances in which Governors will receive payments must be agreed by the Governing Board in advance, and be authorised by submitting a claim form.

Any payments to Governors must only be authorised if the Governing Board has deemed the circumstances beneficial to the school.

Any travel expenses must be returned at a rate not exceeding the HM Revenue and Customs approved mileage rates.

Other approved expenses will only be granted upon provision of a receipt, and for only the amount shown on the receipt.

What can Governors claim expenses for?

Governors of The King's C E School will be able to claim expenses in the following instances, on a case-by-case basis and with prior approval from the governing body:

Travel:

Claims for expenses may be made for travel between the Governor's household and the school, at the level of mileage rates published by HM Revenue and Customs (45 pence per mile).

The nature of the visit must be related to the work of the Governing Board, e.g. Governors' meetings, training courses, etc.

Payments will be reimbursed for use of public transport or taxis, upon production of a valid receipt.

The costs of parking for business away from the school, where necessary, will be returned upon production of a valid receipt.

Childcare:

In cases where a Governor does not have a spouse or family member to care for a child/children when the Governor must attend meetings relating to the work of the Governing Board, expenses will be returned for the cost of childcare or a babysitter.

Allowances will also be reimbursed for the cost of care for elderly or dependant relatives where the governor must be absent due to their governing duties.

Specific needs:

Governors may claim allowances for expenses relating to specific needs, incurred when carrying out approved duties.

The circumstances in which Governors can claim expenses for specific needs may include: taxi fares, audio equipment or support from a signer, braille transcription, etc.

Telephone charges, photocopying, stationery, etc.

Claims for reimbursements can be made where a Governor is unable to use the school's facilities for any of the above.

Allowances will be returned upon production of a valid receipt, where appropriate. In all other cases, a full written report must be submitted.

This list is not exhaustive and the school may decide to reimburse in other instances; however, this must be discussed by the Governing Board.

How are expenses claimed?

Governors should claim expenses on a termly basis, unless the amount to be claimed is substantial and/or urgent.

Claims should be made using a claim form, and submitted to the Business Manager via the school office.

Any claims will not be reimbursed unless authorised by the Chair of Resource & Finance Committee and the Business Manager.

All claims will be subject to independent audit. If claims appear to be too frequent or excessive, the Chair of Governors may ask for further details.

An example of the claim form which will be used by the school can be found in [Appendix A](#).

Full Governing Body -

Appendix A

THE KING'S CE SCHOOL BOARD OF GOVERNORS

GOVERNORS CLAIM FOR REIMBURSEMENT OF PERSONAL EXPENSES

Name:

Claim period: dd/mm/yy to dd/mm/yy

Date	Details of Journey / Expenses Incurred e.g. meeting details / postage costs etc	Miles / Cost £	Total (FOR OFFICE USE ONLY)

Signed:

Date of Claim:

Signed.....
Chair of Governors

Date.....

Signed.....
Principal

Date.....

Section 4: Governing Board – Other important information

4.1 Governor Web Links and Linked Documents

School Policies

<https://www.kingswolverhampton.co.uk/schoolpolicies>

Governance handbook and competency framework

<https://www.gov.uk/government/publications/governance-handbook>

School Website Governors page

<https://www.kingswolverhampton.co.uk/schoolgovernors>

School Governors Portal

<https://kingsceschool.sharepoint.com/sites/Governors>

Questions for Governors – The Wellcome Trust

(https://wellcome.ac.uk/sites/default/files/wtp057315_0.pdf)

A Competency Framework for Governors

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance_.pdf

Understanding Your Data - A Guide for School (DfE)

<https://www.gov.uk/government/publications/understanding-your-data-a-guide-for-school-governors-and-academy-trustees>

4.2 List of Abbreviations and Acronyms and Terms

The list below is not comprehensive but may help those who are unfamiliar with Education abbreviations.	
AO	Academy Order
APT&C	Administrative, Professional, Technical and Clerical, National Service Conditions
ATL	Association of Teachers and Lecturers
AWPU	Age Weighted Pupil Units
CAD	Computer Aided Design
CFR	Consistent Financial Reporting
CIN	Child In Need
CME	Children Missing Education
CP	Child Protection
CPD	Continuing Professional Development
CSE	Child Sexual Abuse
CTL	Curriculum Team Leader
DBS	Disclosure Barring Service
DfES	Department for Education
DSL	Designated Safeguarding Lead
DV	Domestic Violence
EAL	English as an Additional Language
EBD	Emotional and Behavioural Difficulties
ECT	Early Career Teacher
EHA	Early Help Assessment
EMAG	Ethnicity Minority Achievement Grant
EP	Educational Psychologist
EPO	Emergency Protection Order
EWO	Education Welfare Officer
FGM	Female Genital Mutilation
FMS	Financial Management System, accounts software package FSS Formula Spending Share
FTE	Full time equivalent
GTC	General Teaching Council
H&S	Health and Safety
HMI	Her Majesty's Inspector of Schools
HoH	Head of House
HoY	Head of Year
ICT	Information and Communications Technology
IEB	Interim Executive Board
INSET	In-Service Education of Teachers
ISB	Individual Schools Budget
ISPSB	Individually Statement Pupil Support Budget
IT	Information technology
KSWPU	Key Stage Weighted Pupil Unit
L1 to L43	Leadership Group spine (school teachers' pay and conditions)
LAC	Looked After Children
LADO	Local Authority Designated Officer
LEA	Local Authority
LFM	Local Financial Management
LMS	Local Management of Schools

LSA	Learning Support Assistant
M1-M6	Main pay scale for qualified classroom teachers
MARF	Multi Agency Referral Form
MLD	Moderate Learning Difficulty
NAGM	National Association of Governors and Managers
NAHT	National Association of Head Teachers
NASUWT	National Association of Schoolmasters Union of Women Teachers
NBA	National Bursars Association
NCSL	National College of School Leadership
NFER	National Foundation for Educational Research
NNEB	National Nursery Examination Board (Nursery Nurse Qualifications)
NOR	Numbers on Roll
NPQ	National Professional Qualification – (NPQML – Middle Leaders, NPQSL – Senior Leader, NPQH – Headteachers, NPQEL – Executive Leaders)
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
OFSTED	Office for Standards in Education, a national schools’ inspection service
PFI	Private Finance Initiative
PICSI	Pre-Inspection Context Social Indicator Report
POT	Position of Trust
PP	Pupil Premium
PPG	Pupil Premium Grant
PRP	Performance Related Pay
PRU	Pupil Referral Unit
PTA	Parent/Teacher Association
QCA	Qualifications and Curriculum Authority
QTS	Qualified Teacher Status
R&R	Recruitment and Retention Allowance (School Teachers’ Pay and Conditions)
RI	Registered Inspector, a “Reggie” is the leader of an OFSTED Inspection Team
RPC	Restorative Practice Coordinator
SATs	Standard Assessment Tasks
SCITT	School Centred Initial Teacher Training
SDP	School Development Plan
SEND	Special Educational Needs & Disability
SHA	Secondary Heads Association
SIP	School Improvement Plan
SLA	Service Level Agreement
SLT	Senior leadership Tem
SSA	Standard Spending Assessment
SSG	School Standards Grant*
STRB	School Teachers’ Review Body
TA	Teaching Assistant
TES	Times Educational Supplement
TLR	Teaching and Learning Responsibility
TTA	Teacher Training Agency
UPS	Upper Pay Scale (School Teachers’ Pay and Conditions)
UQT	Unqualified Teacher
VAWG	Violence Against Women and Girls
VISOR	Violent and Sex Offenders Register
WSCB	Wolverhampton Safeguarding Children’s Board

Appendix 1 – Link Governor Visit Proforma

GOVERNOR'S VISIT REPORT	
Governor:	
Linked with /responsible for	
Member of SLT leading visit:	
Date and timings of visit:	
Focus of visit – agreed with Headteacher/Member of SLT	
Link to SDP/SoA:	
Summary of activities (e.g. scrutinising school documents; SEF, SIP, DIP; observe assembly/lesson; meeting with staff/students; looking at books and resources, scrutiny of groups including most able and disadvantaged)	
Observation notes:	
Summary of discussion with SLT/Principal:	
Questions arising (what next):	
Feedback and follow up with Governing Body/Committee	
Signed by Governor	
Signed by SLT/Principal	



Appendix 2 – The King’s CE School Ofsted Report December 2018

Appendix 3 – The King’s CE School SIAMS Report – January 2015

Appendix 4 – The King’s CE Analyse School Performance (ASP) 2020

Appendix 5 – The School Improvement Plan 2020/22

Appendix 6 – The Governance Improvement Plan 2020/22

Appendix 7 - Guidance for Foundation Governors in the Diocese of Lichfield