



Governor Induction Pack

Copley Junior School

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Induction Policy and Procedures for New School Governors

School Vision Statement

At Copley Junior School we are committed to the academic, personal, social, moral and emotional development of all our pupils. Our school is a safe, caring, stimulating learning environment where the effort and achievement of every single child is celebrated and valued. In working closely with pupils, parents and the wider community our staffing team encourage children to develop into confident and compassionate young people with a strong sense of belonging. All pupils experience a relevant, vibrant and broad curriculum that supports and challenges them to reach their full potential. We aim to nurture motivated learners who have the self belief and independence to achieve excellence and succeed.

Our School motto 'Believe, Achieve, Succeed' underpins the Vision Statement of Copley Junior School.

Welcome!

Thank you for deciding to become a governor at our school. We hope you will enjoy your involvement in school life and find your role as a governor rewarding.

The role of governors in school is very important; governors act as a 'critical friend', they work with the Head teacher and Senior Leadership team to develop the strategic direction of the school and are accountable for their role in the leadership and management of the school. Although the day to day management of the school is the responsibility of the Head teacher, governors are given regular information through attendance at sub-committee meetings, full board meetings, reports including the Head teacher's report and visits to school to support them in their monitoring and evaluation role.

The Governing Body and Head teacher are committed to providing new governors with the information, training and support they will need in order to fulfil their role effectively and with confidence.

We look forward to welcoming you into school soon.

Chair
Signature

Name: Mrs L Pickles

Head teacher
Signature

Name: Mrs E A Crayton

The Purpose of the Policy

- ❖ To ensure that new governors feel welcome and know that they are valued.
- ❖ To provide new governors with the opportunity to visit the school in order to experience and begin to understand the school vision, vision and ethos.
- ❖ To provide new governors with a structured opportunity to meet the Head teacher, staff and children so that effective relationships can be built from the very start.
- ❖ To explain the partnership between the Head teacher, school community and Governing Body.
- ❖ To clarify the role and responsibilities of governors.
- ❖ To share contextual information about the school and the intended journey from 'Good' (with leadership and management and pupils' personal development, behaviour and welfare judged to be outstanding) to 'Outstanding' overall.
- ❖ To ensure that new governors are clear about the school's strengths and weaknesses.
- ❖ To explain how the Governing Body and its committees work.
- ❖ To ensure that the skills and expertise of the new governor are known to the governing body so that they join the appropriate committee(s).

Governing Body Membership

Name	Position
Mrs EA Crayton	Ex officio (Head teacher)
Mrs Helen Gray	Staff Governor
Mr Gavin Rimmington	Local Authority Governor (co Vice Chair and Chair of REST Committee)
Mrs Lynn Henfield	Co-opted Governor
Mr Frank Booter	Co-opted Governor
Mr Ryan Twiby	Co-opted Governor
Mrs Lesley Wilkinson	Co-opted Governor
Mrs Linda Pickles	Co-opted Governor (Chair)
Mr Peter Wilkinson	Co-opted Governor
Mrs Mel Williamson	Parent Governor (co Vice Chair and Chair of CAST Committee)
Mrs Galit Sharpe	Parent Governor
Miss A Blades Baker	Associate Governor, Deputy Head teacher

Governor Training

The Governing Body encourages all Governors to undertake training. Although it is not compulsory all Governors, however skilled and experienced, need training to improve their effectiveness in the role and to keep abreast of developments that may affect their school and their role as a School Governor.

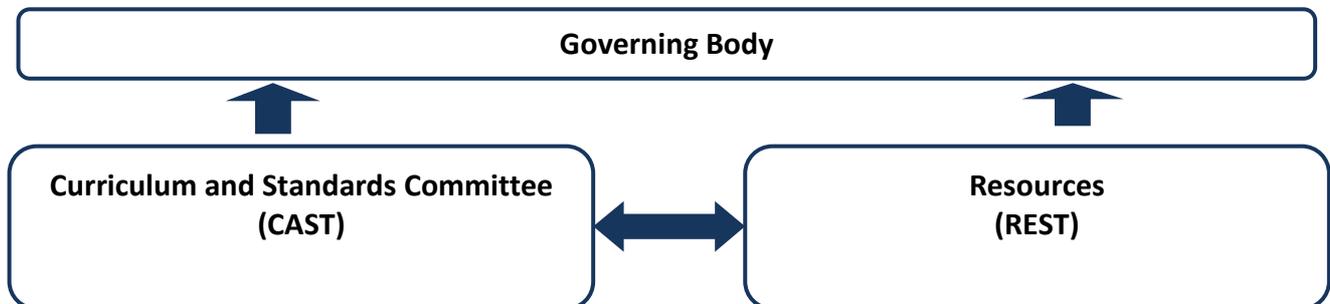
There is a wide range of training and support available for Governors that is provided by the school, the Local Authority and external providers.

Governors are encouraged to discuss their training needs with the Chair and Head teacher.

Committee Structure and Membership

Current committee memberships are listed below. The full terms of reference for each committee are available from the school. Committee membership and the terms of reference for each sub-committee are reviewed at the Annual Meeting of the Governing Body held in the Autumn term.

The diagram below shows the reporting mechanism:



All members of the Governing Body have taken responsibility for the monitoring and evaluation of particular aspects of school improvement.

CURRICULUM AND STANDARDS TEAM (CAST)

Reports to

A summary of the work undertaken by the Curriculum and Standards Team is given to the full Governing Body on a half termly basis.

Purpose and Function

This committee will monitor and evaluate the impact of actions to improve the performance of the school; provide challenge and hold senior leaders to account for the quality of teaching and its impact on learning, and the attainment and progress of pupils at the school; monitor the progress being made to meet the objectives set out in the School Improvement Plan and review the school's self evaluation work. This Committee will consider the monitoring and evaluation of the curriculum, and the impact of policies and procedures relating to the curriculum, assessment and safeguarding.

Membership

- Mrs M Williamson (Chair)
- Mr F Booter
- Mrs L Wilkinson
- Mrs L Henfield
- Mrs EA Crayton
- Mrs L Pickles

Clerk: W Heath, Governors' Support Service

RESOURCES TEAM (REST)

Reports to

A summary of the work undertaken by the Resources Team is given to the full Governing Body on a half termly basis.

Purpose and Function

This committee will set and approve the budget, ensuring the budget reflects the school's prioritised educational objectives outlined in the School Improvement Plan and will establish and maintain an up to date medium-term financial plan (3 year budget projection), in consultation with the Head teacher. The committee will monitor budgeted income and expenditure, to ensure planned expenditure for the year does not exceed the available resources and report any significant variances to the Governing Body. The REST committee will explore different expenditure options and assess expenditure bids and will approve the ordering of all goods and services, and

the payment of all accounts in excess of the degree of financial delegation given to the Head teacher of £5 000. The REST committee will also monitor and evaluate the effectiveness of all aspects of Health and Safety practice including the appropriate policies and risk assessments, exercising responsibility as defined in the Local Authority Safety Policy.

Membership

- Mr G Rimmington (Chair)
- Mr R Twiby
- Mrs EA Crayton
- Mrs G Sharpe
- Mr P Wilkinson

Clerk: E Roebuck, School Office Manager

APPOINTMENTS PROCESS

Governing Body

- Head teacher and Deputy Head teacher

Committee

- Teaching Staff within the Leadership Group (with the exception of the Head teacher and Deputy Head teacher)
- Teaching Staff
- Office Manager

Head teacher and one other Governor

- Learning Support Assistant
- HLTA
- Site Supervisor
- Administrative Staff

Head teacher

- Senior Midday Supervisory Assistant and Midday Supervisory Assistant
- Supply Staff and Temporary Staff.

All appointments which are required to be made in cases of urgency or other exceptional circumstances, as identified by the Chair and Head teacher, are delegated to the Head teacher.

PUPIL DISCIPLINE COMMITTEE

To consider pupil discipline matters as and when required that are referred to the Governing Body.

The Chair of Governors to nominate five governors.

STAFF DISCIPLINARY COMMITTEE

The Chair and two other governors as nominated by the Chair of Governors.

STAFF DISCIPLINARY AND PAY APPEALS COMMITTEE

Vice-Chair and two other Governors nominated by the Vice-Chair.

PARENTAL COMPLAINTS COMMITTEE

Chair or Vice-Chair and two others nominated by the Chair or Vice-Chair as appropriate.

PAY COMMITTEE

This committee will review annually the salaries of teaching staff and approve the salary statements in line with the school's Pay Policy. The Pay Review committee will review the impact, compliance and fair application of the policies for pay, performance management and capability, ensuring that all statutory and contractual obligations are observed.

Membership

- Mr G Rimmington
- Mrs L Pickles
- Mrs G Sharpe

HEADTEACHER'S PERFORMANCE MANAGEMENT REVIEW

This committee meets to review the Head teacher's performance and works with a suitably accredited external specialist.

Membership

- Mr G Rimmington
- Mrs M Williamson
- Mrs L Pickles

FUTURE EDUCATION LANDSCAPE WORKING PARTY

This committee has responsibility for keeping up to date with information about school structures and reporting back to the full governing body.

All Governors have a dedicated area of school improvement that they are responsible for monitoring. This is agreed annually at the Annual General Meeting in the Autumn term.

Governor Roles and Responsibilities

Year Group Link Governors

Year 3 - Mr R Twiby

Year 4 - Mrs M Williamson

Year 5 - Mrs G Sharpe

Year 6 - Mrs L Pickles

Governors with special responsibilities for subjects/School Improvement Priority Areas

Mrs L Pickles

- Chair of the Governing Body
- Member of Curriculum and Standards committee
- Chair of the Pay committee
- Chair of the Head teacher's Performance Management Review committee
- Disadvantaged/Pupil Premium
- Inclusion (SEND, Equality, EAL, CLA, Young Carers)
- Year Group Link Governor - Year 6

Mrs M Williamson

- Co Vice-Chair of the Governing Body
- Chair of the Curriculum and Standards committee
- Member of the Head teacher's Performance Management Review committee
- Member of the Future Education Landscape Working Party
- Safeguarding (Safeguarding, Central Record Compliance, Positive Behaviour, Anti-Bullying, Attendance, E-Safety)
- Year Group Link Governor - Year 4

Mr F Booler

- Member of the Curriculum and Standards committee
- Maths Governor

Mr G Rimmington

- Co Vice-Chair of the Governing Body
- Chair of the Resources and Site Team committee
- Member of the Head teacher's Performance Management Review committee
- Member of the Pay committee
- Member of the Future Education Landscape Working Party
- Staff Wellbeing
- Training and Development-staff and governors

Mrs L Henfield

- Member of the Curriculum and Standards committee
- Member of the Future Education Landscape Working Party
- Curriculum (including Cornerstones, Science, R.E., History, Geography, Art, D.T., MFL, SMSC, PSHCE, British Values, Computing, Music)
- Assessment and Tracking

Mrs L Wilkinson

- Member of the Curriculum and Standards committee
- English Governor

Mrs G Sharpe

- Member of the Resources and Site Team committee
- Member of the Pay committee
- P.E. Governor
- P.E. and Sports Premium
- Year Group Link Governor - Year 5

Mr R Twiby

- Member of the Resources and Site Team
- Home Learning
- Year Group Link Governor - Year 3

Mrs H Gray

- Stakeholder Links (website, parent voice, pupil voice including pupil leadership groups, community)
- Statutory Compliance (statutory policies, website)

Mr P Wilkinson

- Member of Resources and Site Team
- Health and Safety (risk assessments, educational visit risk assessments)

Governing Body and Committee Meetings

The Governing Body meets once a half term and CAST and REST meet once each half term also. Committee meetings are scheduled as appropriate. Agendas for Governing Body meetings are despatched at least 7 days in advance of the meeting from the Local Authority's Governor Support Service. Agendas for sub-committee meetings are despatched at least 7 days in advance of the meeting either direct from the school or from the Local Authority's Governor Support Service.

If you would like to ask for an item to be included on the agendas of either the Governing Body or a Committee, please contact the Chair or the Governors' Support Service, who will be able to advise you on the process. Contact details are available at the end of the pack.

Governing Body Powers

The Governing Body is recognised in law as a corporate body, which means it has a legal identity separate from that of its Governors.

It also means that individual Governors have no power or right to act on behalf of the Governing Body except where the whole Governing Body has delegated a specific duty to that individual. The Governing Body can also decide to delegate certain responsibilities to Committees that it has established.

Governors will, therefore, take collective responsibility for the decisions reached by the Governing Body, and be expected to publicly support those decisions.

The Role of the Governing Board

From the 'Welcome to Governance' publication, a guide for newly appointed governors of state schools, published by the NGA (National Governors' Association)

The role of the governing board is a strategic one. Regulations and the DfE's Governance Handbook identify three core functions for governing boards:

- ensuring clarity of vision, ethos and strategic direction
- holding the Head teacher to account for the educational performance of the school and its pupils, and the performance management of staff
- overseeing the financial performance of the school and making sure its money is well spent

The governing board is responsible for the conduct of the school, and must promote high standards of educational achievement. It is the accountable body in law and as such it:

- provides a long-term strategy for the school by establishing a vision and setting the ethos and aims of the school
- appoints and holds the Head teacher to account for the educational performance of the school
- performance appraises the Head teacher
- agrees the school improvement strategy, including setting targets with supporting budgets and staffing structures
- monitors and evaluates the work of the school by reviewing the performance of the Head teacher, the effectiveness of the policy framework, progress towards targets, and the effectiveness of the school improvement strategy
- signs off the self-evaluation process and responds to Ofsted reports as necessary. In addition it ensures that parents are involved, consulted, and informed as appropriate, with information to the community being made available as required

The Head teacher is responsible for the internal organisation, management and control of the school and the implementation of the strategic plan established by the governing board.

The split between the operational and the strategic can be difficult to distinguish. In an attempt to clearly separate the strategic from the operational, Henry Brickell and Regina Paul developed the 'policy clock' for the boards of education in the USA, which are similar to our governing boards (see page 11). It tries to distinguish the responsibility of the governors from that of the Head teacher and the professional staff. It splits the duties into six sections: three for the governing board and three for the Head teacher. They are separated by a line between 3 and 9 o'clock. The governing board's responsibilities are above the line, and the Head teacher's below it. This does not mean that the governing board should take no interest in operational functions (i.e. those below the line) but that interest should be restricted, on the whole, to asking questions and seeking assurance that these functions are being carried out effectively.

Policy Clock

The policy clock was developed by Henry H Bickell and Regina H Paul to guide their US Boards of Education (governing board equivalents) on their strategic remit, as opposed to the operational remit of the superintendent (Head teacher equivalent). With Regina's gracious mission, we have adapted the language to suit the English context as it is the best visual aid we have come across for describing the difference between governance and management.



The line between 'Governors and Head teacher/Principal' should be thought of as a fence, not a wall. Conversations can be had over the fence, but no one can step over it and occupy the other half of the clock. If the governors are asked by the Head teacher to volunteer to take on activities outside the normal strategic remit of the governing body, everyone must be very clear that it is an appropriate task for a volunteer to take on, address why the staff are unable to carry out the task, and that it is not being done as part of the governing role.

Strategic: Where are we now, where do we want to be and how will we get there?

This involves setting the values, ethos and direction of the school; long- and medium-term priorities; oversight and accountability of performance (including setting the measurable targets for the strategic priorities and the culture for performance management); agreeing a budget to support the priorities; major spending decisions; and agreeing only the principles and strategic direction of policies.

Operational: Delivery of the agreed strategy

This is day-to-day management; short-term planning; spending within agreed budget headings; recruitment and deployment of staff below the leadership team; discipline in relation to individual staff or children; supporting the improvement of teaching and learning; ensuring the performance management and continuing professional development of staff, and developing and implementing policies and procedures to deliver the vision.

Examples of strategic/operational divide:

- The recruitment of the Head teacher is a strategic decision. The recruitment of newly qualified teachers is operational.
- Allocating some of the school budget to improve reading is strategic. Reading with pupils is operational.
- Using your legal skills to help you understand governance is strategic. Giving pro-bono legal advice is operational.
- Setting the staff performance appraisal policy is strategic. Performance appraising the support staff is operational.

The government's white paper *The Importance of Teaching* (December 2010) highlighted 10 key questions that governors should ask.

1. What are the school's values? Are they reflected in our long-term development plans?
2. How are we going to raise standards for all children, including the most and least able, those with special educational needs, boys and girls, and any who are currently underachieving?
3. Have we got the right staff and the right development and reward arrangements?
4. Do we have a sound financial strategy, get good value for money and have robust

procurement and financial systems?

5. Do we keep our buildings and other assets in good condition and are they well used?
6. How well does the curriculum provide for and stretch all pupils?
7. How well do we keep parents informed and take account of their views?
8. Do we keep children safe and meet the statutory health and safety requirements?
9. How is pupil behaviour? Do we tackle the root causes of poor behaviour?
10. Do we offer a wide range of extra-curricular activities which engage all pupils?

School Staff

Leadership Team

Mrs E.A. Crayton - Head teacher

Miss A. Blades-Baker - Deputy Head teacher

Miss P. Havercroft - Assistant Head teacher

Teaching Staff

Miss S. Walker - Opal Class (Year 3)

Miss P. Havercroft - Pearl Class (Year 3)

Miss S. Walker - Emerald Class (Year 4)

Miss L. Mellor - Aquamarine Class (Year 4)

Miss A. Blades-Baker - Topaz Class (Year 5)

Miss C. Wright - Diamond Class (Year 5)

Miss L. Hull - Amethyst Class (Year 6)

Mrs N. Henfield - Jet Class (Year 6)

Miss L. Passant - 1.5 teacher

Classroom Based Support Staff

Miss G. Galloway - Learning Support Assistant

Mrs H. Gray - Learning Support Assistant

Miss D. Newton - Learning Support Assistant

Mrs J. Towers - Learning Support Assistant

Mrs H. Wells - Learning Support Assistant

Mrs R. Cummins - Learning Support Assistant

Miss L. Keep - Higher Level Teaching Assistant

Mrs B. Robinson - Higher Level Teaching Assistant

Office Staff

Mrs E. Roebuck - Office Manager

Mrs K. Taylor - Administrative Assistant

Mrs C. Sutton - Administrative Assistant

Caretaker

Mr S. Walker

Midday Supervisors

Mrs M. Jones - Senior Midday Supervisor

Mrs K. Taylor - Midday Supervisor

Mrs H. Gray - Midday Supervisor

Miss G. Galloway - Midday Supervisor

Miss D. Newton - Midday Supervisor

Kitchen Staff

Mrs J. Hemstock - School Cook

Mrs. J. Beevers - Kitchen Assistant

Mrs. J. Collinson - Kitchen Assistant

Mr K. Lambert - Kitchen Assistant

Confidentiality

All Governing Body papers, including Minutes, must be open to inspection by any member of the public unless it has been determined that an item is confidential. That item will be minuted separately. Governors may, at any point, in the meeting, also request for their discussions to be confidential, which will, of course, be minuted accordingly. Please request a copy of our School Policy on Confidentiality.

The Minutes will not record the way votes have been cast on issues considered by the Governing Body but will simply record the decision that has been taken.

Dealing with Complaints

The school has procedures for dealing with parental complaints that tries to ensure that they are dealt with at the lowest appropriate level e.g. the child's teacher. Sometimes that might not be enough and a meeting with the Head teacher may be necessary. The school has an 'open door' policy and we encourage parents/carers to share any concerns or questions with us, so that we can act promptly and supportively to help address the matter raised.

Should a parent wish to take the complaint further it should be put in writing and addressed to the Chair of the Governing Body who will deal with the complaint in accordance with the Governing Body's procedures.

The best advice we can give is that if you receive a complaint from a parent please direct him/her to the school in the first instance.

Useful Contacts

- The school - telephone 01302 856445
e-mail admin@copley.doncaster.sch.uk
- The school website - www.copley.doncaster.sch.uk
- The Governors' Support Service - telephone 01302 737111
- The Chair and Vice-Chair are contactable through school
- Governor website : www.governornet.co.uk

Useful Documents

It is anticipated that the following key documents will be made available at a meeting with the Head teacher as part of the induction process:

- Dates of meetings for coming year (list on website and calendar available on the home page of the website)
- List of Governors, contact details and terms of office (see the Governing Body page on the website)
- Committee membership (see the Governing Body page on the website)
- Instrument of Government (see the Governing Body page on the website)
- Governor Code of Conduct (see the Governing Body page on the website)
- Terms of reference for the Governing Body
- Minutes of the last full Governing Body meeting
- List of school policies (see the Policies page on the website)
- Most recent Ofsted report (see the Ofsted report on the website)
- School Self-Evaluation Form (SEF)
- Summary of data analysis in the Analyse School Performance online report and performance data headlines
- School Improvement Plan
- Governor Monitoring and Evaluation Plan
- Governor Action Plan
- Most recent Head teacher's report to the Governing Body
- Governors' Visits to School Policy (see the Governing Body page on the website)
- Safeguarding Policy (see the Policies page on the website)
- Register of Interests Form
- Governor's Expenses Policy (see the Governing Body page on the website)
- The Local Authority's Governor Training Programme

Governor Induction Plan reviewed and updated by the full Governing Body: November 2017

Procedure Checklist (completed checklist to be retained by school)

Action	Date Completed
1	
2	
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10	

Model Governor Role Description

From the 'Welcome to Governance' publication, a guide for newly appointed governors of state schools, published by the NGA (National Governors' Association)

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 Head teacher 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

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 improvement 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 local 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 Head teacher and other senior leaders
 - appraise the Head teacher
 - set the Head teacher'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:

1. write school policies
2. undertake audits of any sort - e.g. health and safety - even if the governor has the relevant professional experience
3. 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
4. fundraise - this is the role of the CSA - the governing board should consider income streams and the potential for income generation, but not carry out fund raising tasks

5. undertake classroom observations to make judgements 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
6. 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. Payments can cover incidental expenses, such as travel and childcare, but not loss of earnings. Please see the school's Governor Allowances Policy, available on the school website.