

**INKBERROW FIRST SCHOOL (IFS)**  
**A Founding Member of the Avonreach Academy Trust**

**THE IFS LOCAL GOVERNING BODY**  
**An Introductory Handbook**  
**V3.2**

**Supporting, representing and promoting the School together**



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## Version Control

v1.0 (Final)	Baseline as at 01/09/10	
v1.1 (Final)	Updated Governor Induction Programme Content	Agreed at GB Meeting 23/09/10
v1.2 (Draft)	New Pay Committee ToR added, Appeals Panel ToR updated; Governor Visits Section updated:	To be agreed at GB 25/11/10
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v2.7 (Final)	Updates to Safeguarding Gov ToR; Comms & Event Co-ordinator Role reintroduced; Performance Mgt Committee ToR;	Agreed at Full GB 070716
v2.8 (Final)	Update to F&P ToR and New Governor Induction section regarding requirement for all F&P Committee Members to have read, and be familiar with, the Finance Policy currently in force upon being appointed to the F&P Committee	Agreed at Full GB 070217 (F&P Action 221116-07)
v3.0 (Final)	Updated to reflect AAT formation; Replacement of F&P and S&P Committees with F&P/S&P Forums	Agreed at Full GB 280917
v3.1 (Final)	Updated to capture revised New Governor Induction Checklist, to reflect AAT Scheme of Delegation and Policies Appendix updated to reflect AAT policies arrangements	Agreed at Full GB 080318
v3.2 (Final)	Updated to capture revised Governance Structure agreed in May 18	Agreed at Full GB 200918

## **Role of the Local Governing Body**

There are four principal reasons for having a Local Governing Body (LGB) in schools:

- To work with the school in setting high standards and supporting strategic planning for the school's future, with the aim of raising the educational achievement of all its pupils
- To ensure that appropriate challenge is maintained on school development and improvement, and ensure appropriate targets are set
- To be a critical friend to the school, in good times and bad, offering the school support and advice
- To help the school to be responsive to the needs of pupils, parents, staff and the wider community and make the school more accountable

In order to achieve these purposes, the GB works in partnership with the school and the Trust, and within its legal responsibilities.

The Head teacher has responsibility for the internal organisation, management and control of the school, LGB members are not expected to take detailed decisions about the day-to-day management of the school, rather LGB members have a responsibility for determining (where such powers have been delegated to them by the Trust), monitoring and keeping under review, the policies, plans and procedures within which the school operates.

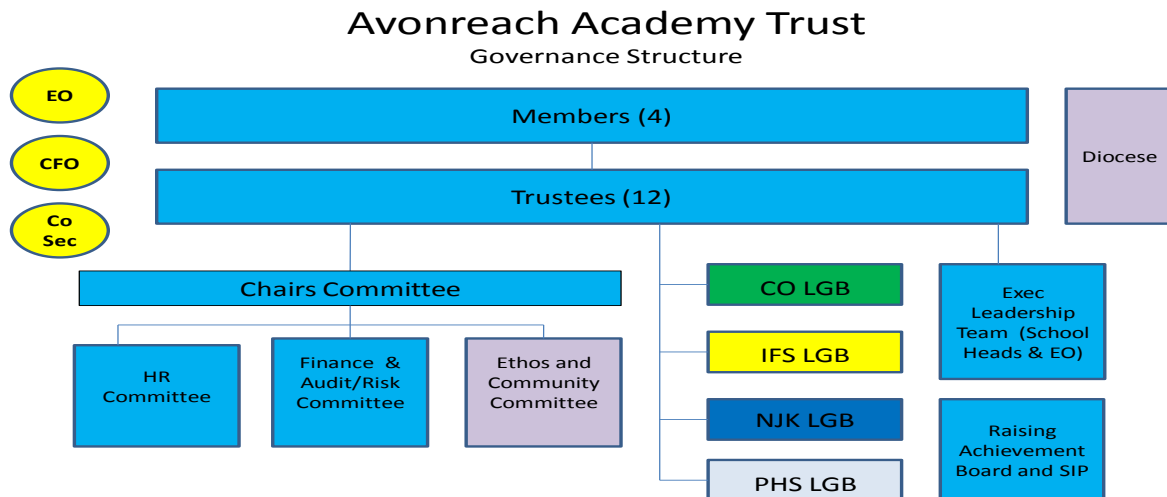
## **Confidentiality**

**Whilst decisions reached at Local Governing Body (LGB) meetings are normally made public through the minutes, the discussions on which decisions are based should be regarded as confidential by all Local Governing Body members. All LGB members must exercise the highest degree of prudence when discussion of sensitive issues arises outside the Local Governing Body, especially in relation to matters concerning staff, pupils and/or parents. All LGB members must ensure that they observe confidentiality at all times.**

# Avonreach Academy Trust (AAT) Governance Arrangements

With effect from 1<sup>st</sup> August 2017 Inkberrow First School became a member of the Avonreach Academy Trust (AAT), and, from that date, the IFS Local Governing Body therefore became a Committee of the Avonreach Academy Trust.

The AAT Governance Arrangements that have been put in place are detailed below:



At present, the Inkberrow First School Local Governing Body is constituted as follows:

- 2 Parent Governors, who are elected by parents of pupils at the school
- 1 Headteacher
- 1 Staff Governor, who is appointed by the School Staff
- 10 Co-Opted Governors, who are appointed by the Local Governing Body

Total Number of Governors : 14

Governors serve for a term of 4 years, with the exception of:

- the Staff Governor whose Term of Office is for a 2 year period, and
- the Headteacher who has no defined Term of Office.

A Governor can resign at any time, by giving written notice to the Clerk. The quorum for any LGB meeting and vote must be one half (rounded up to a whole number) of the complete membership of the LGB, excluding vacancies.

The LGB are required to meet at least 3 times per year, however in practice it is usual for the IFS Governing Body to meet 6 times per year.

The IFS LGB regularly undertakes Self-Evaluation, in order to identify their strengths and areas for further development, with this self-evaluation process assisting the LGB to continually improve their effectiveness for the benefit of IFS.

In addition to the above, the LGB has appointed 6 Associate Members to provide additional expertise with regards to Finance, Business and Commercial matters, Health and Safety, PSHE, and Leadership and Community Liaison. Associate Members do not have any voting rights.

In line with their statutory obligations, the Local Governing Body also employ a Clerk.

In order to provide all IFS LGB members with clarity regarding their roles and responsibilities, the IFS LGB have agreed Role Descriptions for the main LGB roles. The responsibilities listed in the “All Governors” section apply to every member of the LGB. Responsibilities listed under the separate headings are in addition to these general responsibilities.

Whilst neither Associate Members nor the Clerk to the Local Governing Body are Governors, role descriptions for these two roles have also been included as these members both contribute to the work of the LGB.

## **Training, Information and Support**

A wide selection of resources is available to Governors to assist them in their work, for example the DfE's "Governance Handbook" and the EFSA's "Academies Financial Handbook" are both available online. Governors are encouraged to make use of the available resources to support their work on the governing body, and are also encouraged to identify and book appropriate training. Details of available Training courses can be obtained from the Clerk, and, the cost of these training sessions is met by the school and/or Trust (as applicable) (subject to sufficient budget being available). Occasionally training opportunities arise when joint staff/governor sessions are arranged within the Trust or within the cluster of schools. Governors are informed of these opportunities as they arise.

The Clerk is responsible for ensuring each Governor is aware of courses and training opportunities available, and is responsible for keeping a record of each Governor's experience and training undertaken.

### **New Governor Induction Programme**

The IFS New Governor Induction programme was implemented on the 5th May 2010 following an extensive and comprehensive review which included new governor feedback. The Induction Programme is designed to provide new Governors with a "friendly face" to introduce them to the work of the Local Governing Body (LGB), and to provide the opportunity for staged and organised induction, recognising the need for new Governors to feel confident in making their contributions to the LGB.

A "New Governor Checklist", which details all information and actions that should be undertaken during a New Governor's induction, is provided to each New Governor for their completion, and a copy is detailed overleaf for reference.

## Inkberrow First School New Governor Induction Checklist

Induction should begin with a school tour and brief welcome meeting with the Head/Chair of Governors with opportunities to meet children and staff (see IFS Governor's Handbook on the school website for further details)

Meeting	Discuss	Provide	✓
1	<ul style="list-style-type: none"> <li>• Welcome to the Local Governing Body</li> <li>• The process of induction at Inkberrow First School</li> <li>• The candidates personal skill set and experiences</li> <li>• The general governor's role description</li> <li>• The importance of confidentiality</li> <li>• Governing Body structure at Inkberrow First School – including giving an overview of each forum and brief explanation of how the LGB works within the MAT</li> <li>• Timetable of meeting dates</li> <li>• Safeguarding/DBS Check</li> <li>• Encourage the candidate to visit the school website for any information, documentation they may need</li> <li>• Any questions/ queries the candidate may have</li> </ul>	<ul style="list-style-type: none"> <li>• A copy of this document (Inkberrow First School New Governor's Induction Checklist)</li> <li>• Skills Audit Form to complete</li> <li>• A copy of the general governors role description from the handbook</li> <li>• A diagram of the Governing Body</li> <li>• A copy of the timetable for meeting dates</li> <li>• Link to DfE's Governor Handbook &amp; IFS Governor's Handbook, latest Ofsted Report and Action Plan, school newsletters</li> </ul>	✓
2	<ul style="list-style-type: none"> <li>• Review how the first meeting went. Discuss any questions that have arisen since the previous meeting</li> <li>• Review the completed Skills Audit Form together</li> <li>• Opportunities to be involved in school life at Inkberrow First (termly calendar of events)</li> <li>• Governor training opportunities</li> <li>• School visits policy</li> <li>• Current School development Plan</li> <li>• Any questions/queries the candidate may have</li> </ul>	<ul style="list-style-type: none"> <li>• A copy of the Termly Calendar of Events</li> <li>• School visits policy</li> <li>• A copy of the current School Development Plan</li> <li>• A copy of the Financial Skills Matrix to complete</li> </ul>	✓
3	<ul style="list-style-type: none"> <li>• Review the previous meeting. Discuss any questions that have arisen since the previous meeting</li> <li>• Which forum the candidate will sit on in more depth</li> <li>• Any policies that are relevant to the forum they will be a member of</li> <li>• How to contact other members of the Governing Body</li> <li>• Start date</li> <li>• How they can contact their mentor for support once they are a member of the Governing Body too!</li> <li>• Evaluate their experience of New Governor Induction</li> </ul>	<ul style="list-style-type: none"> <li>• List of Full Governing Body contact details</li> <li>• A copy of forum members role description from handbook</li> </ul>	✓



## Code of Conduct

All Governors and Trustees are required to comply with the AAT Governors and Trustees Code of Conduct detailed below. All Governors and Trustees are required to confirm in writing that they will abide by this Code upon their appointment and at the start of each subsequent academic year.



*Collaborating for Success*



## Code of Conduct for Trustees and Governors

It is important that confidence in the good governance and probity of the **Trust** is maintained. In order to assist the Board of Trustees (the **board**) achieve this, the Trust has adopted this code of conduct for Trustees (also known as Directors) and Governors (the **code**).

### The Trust:

- aims to establish governance boards that are competent, accountable, independent and diverse and that promote best practice in governance

*The Trust shall use The Good Governance Standard for Public Services as a guide to help the board achieve good governance but also as a tool to regularly assess the strengths and weaknesses of the academy's governance practice and improve it*

- aims to make sure that its' Directors and Governors promote and uphold high standards of conduct, probity and ethics

*Each Director and Governor shall uphold the seven principles of public life identified by the Nolan Committee on Standards in public life (May 1996)*

- requires its Trustees and Governors to act in accordance with the Trust's articles of association (the **articles**) and the code

*Each Trustee and Governor shall obey the articles and decisions taken by the board in accordance with the articles.*

### Application of the code

This code applies to all Trustees and committee members of the Trust (including Governors on the local governing bodies) when exercising any of the board's powers delegated to them under the articles.

By accepting appointment to the board, each Trustee and Governor agrees to accept the provisions of this code.

## The good governance standard for public services

The standard prepared by The Independent Commission on Good Governance in Public Services in 2005 comprises six core principles of good governance, each with its supporting principles. Set out below is an extract of these core principles.

**Good governance means focusing on the organisation's purpose and on outcomes for citizens and service users.**

We will:

- be clear about the Trust's purpose and its intended outcomes for citizens and pupils
- make sure that pupils receive a high quality education
- make sure that taxpayers receive value for money

**Good governance means performing effectively in clearly defined functions and roles.**

We will:

- be clear about the functions of the board
- be clear about the responsibilities of non- executives and the executive, and making sure that those responsibilities are carried out
- be clear about relationships between Directors, Governors and the public

**Good governance means promoting values for the whole organisation and demonstrating the values of good governance through behaviour.**

We will:

- put organisational values into practice
- behave in ways that uphold and exemplify effective governance

**Good governance means taking informed, transparent decisions and managing risk.**

We will:

- be rigorous and transparent about how decisions are taken
- have and use good quality information, advice and support
- make sure that an effective risk management system is in operation

**Good governance means developing the capacity and capability of the governing body to be effective.**

We will:

- make sure that appointed and elected Directors and Governors have the skills, knowledge and experience they need to perform well
- develop the capability of people with governance responsibilities and evaluate their performance, as individuals and as a group
- strike a balance, in the membership of the board, between continuity and renewal

## Good governance means engaging stakeholders and making accountability real.

We will:

- understand formal and informal accountability relationships
- take an active and planned approach to dialogue with, and accountability to, the public
- take an active and planned approach to responsibility to staff
- engage effectively with institutional stakeholders

The board expects each Director and Governor to uphold the following principles based on the Nolan Committee's work:

- **selflessness** - take decisions solely based on the vision and values of the Trust
- **integrity** – not be compromised in carrying out duties by outside organisations or personal interest
- **objectivity** – remain impartial and ensure choices are made on merit alone
- **accountability** – be responsible for decisions and actions
- **openness** – give reasons for actions wherever possible and restrict information only when the wider public interest clearly demands
- **honesty** – declare any private interests and take steps to resolve any conflicts arising in a way that protects the public interest
- **leadership** – promote these principles by example

Additionally, the board expects Trustees and Governors to promote equality and diversity in all aspects of the board's governance and when carrying out any of their functions.

## Duties & responsibilities of Trustees (Directors) and Governors

Trustees and Governors shall:

- fulfil their responsibilities and duties as a Trustee and/or a Governor of the Trust in good faith and in accordance with the general law including (but not limited) to:
  - act in the best interests of the Trust
  - secure the proper and effective use of the Trust's property
  - act personally in all respects
  - act within the scope of any authority given to them and the board by law, by regulations or by the articles
  - use the proper degree of skill and care when making decisions, particularly when investing the Trust's funds
- act in accordance with the articles from time to time
- be committed to the Trust's values and objectives (including equal opportunities), to contribute to and share responsibility for the board's decisions, to read board papers and to attend meetings, training sessions and other relevant events
- declare all interests they have as required by the articles and the general law and to comply with any rules requiring withdrawal from a meeting where this is required because of an interest
- respect the confidentiality of information that they may have access to as a Trustee or Governor of the Trust and keep confidential the affairs of the board
- inform the clerk to the board as soon as possible should any changes to their circumstances occur during their term as a Trustee and/or a Governor, including if:
  - there are any changes to the interests which have been declared
  - they become, or cease to be, a company director, board member or trustee of another company or charity
  - their occupation changes
  - they move house
  - they become employed by the Trust

## Breaches of the code

Every Trustee and Governor is under a duty to report any breach of this code or any grounds for believing that a breach of the code has occurred to the Chair of Trustees or LGB chair (as applicable) (and if the allegation is about the Chair, to the Vice-chair).

Failing to report a breach of the code is itself a breach of this code.

Any breach of this code will be treated extremely seriously by both the board and the Trust and may result in suspension or removal from the board.

In the event of a breach of this code each Trustee and Governor agrees to participate fully in any investigations procedure instigated by the board and to abide by any sanction that may be imposed on them by the board for such breach.

## Review

The Chair of the Trustees will be responsible for ensuring that this code of conduct is kept under review.

[To be signed by each Trustee and Governor upon appointment and at the first meeting of each academic year]  
I agree to abide by the Code of Conduct, and adhere to the AAT Trustees and Governors Code of Conduct.  
Signed : \_\_\_\_\_ Date: \_\_\_\_\_  
Printed Name: \_\_\_\_\_  
Role: Trustee/Governor \_\_\_\_\_

## Governor Roles and Responsibilities

The table below details the IFS Governor Roles and Responsibilities. Each academic year a Governor or Governors are assigned to each Role, taking into account wherever possible a Governors skillset and experience. The LGB may elect to allocate a Governor Role to an Associate Member.

Responsibility	Topics covered
<b>Chair of Governors</b>	<ul style="list-style-type: none"> <li>• Chairing Meetings,</li> <li>• Member of Strategic Planning Committee and the Pay &amp; Performance Mgt Committee,</li> <li>• Handling Complaints,</li> <li>• Assisting with HR Issues,</li> <li>• Succession Planning</li> </ul>
<b>Vice-Chair of Governors</b>	<ul style="list-style-type: none"> <li>• Providing support to and Deputising for Chair when required;</li> <li>• Member of Strategic Planning Committee and the Pay &amp; Performance Management Committee,</li> <li>• Handling Complaints,</li> <li>• Assisting with HR Issues,</li> <li>• Succession Planning</li> </ul>
<b>Finance Governor</b>	<ul style="list-style-type: none"> <li>• Undertake regular reviews of IFS's financial reports, current and projected financial position and finance plans (meeting with the Head, IFS Finance Administrator and AAT Finance staff as required)</li> <li>• Assist in the development of annual and 3/5 year Budget plans</li> <li>• Consider budget implications of major initiatives and/or changes to existing arrangements</li> <li>• Undertake an annual independent assessment of all non-delegated income and expenditure</li> <li>• Progress the required Annual Audit of School Fund</li> <li>• Work with the MAT to secure best value for goods and services</li> <li>• Monitor IFS's compliance with AAT and IFS Finance related Policies</li> <li>• Submit a written report to the IFS Full GB regarding Finance matters in advance of each meeting</li> </ul>
<b>Premises Governor</b>	<ul style="list-style-type: none"> <li>• Provide support regarding Buildings and Premises issues and inspections,</li> <li>• Review building/premises related costs and consider methods of reducing (eg energy saving measures; waste reduction; emissions)</li> </ul>
<b>H&amp;S Governor</b>	<ul style="list-style-type: none"> <li>• Undertake regular meetings with the Head (and external personnel where necessary ) to manage health, safety and welfare issues affecting pupils, staff, contractors and visitors and help to ensure that IFS complies with its moral and legal obligations in relation to Health, Safety and Welfare</li> <li>• Undertake an annual H&amp;S Audit of the School's infrastructure and activities and, throughout the year, keep under review whether the school environment is a safe place to work</li> <li>• Provide support to the Head in the production of, and/or review of, H&amp;S Policies, Procedures and Assessments, and, throughout the year monitor the application of these policies/procedures throughout the school</li> <li>• Assist in the investigation of accidents &amp; near misses</li> </ul>
<b>Data Protection Governor</b>	<ul style="list-style-type: none"> <li>• Monitor and report IFS's compliance with the AAT Data Protection Policy and related policies (Data Retention; Acceptable Use; Email Use)</li> <li>• Monitor and Report on IFS's progress regarding GDPR Action Plan</li> <li>• Work with/support the AAT Data Protection Trustee and the AAT DPO as required</li> </ul>
<b>Induction / Exit Governor</b>	<ul style="list-style-type: none"> <li>• Progress Interviews with staff and Governors upon appointment/departure and submit reports on findings/lessons learned to Full GB</li> <li>• Organise the IFS Governor "buddying" process for new Governors</li> <li>• Undertake regular skillset audits of Governors and Associate Members and report on skillset shortages to Full GB</li> </ul>

Responsibility	Topics covered
<b>Safeguarding Governor</b>	<ul style="list-style-type: none"> <li>• Act as a critical friend to the school, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda, that all statutory governing body responsibilities relating to safeguarding are met and that the Safeguarding agenda is embedded in the ethos of the school</li> <li>• Monitor IFS's compliance with all appropriate Safeguarding related policies (eg Safeguarding Children policy; Allegations against Staff policy and a Supporting Pupils with Medical Conditions Policy)</li> <li>• Liaise with the DSL and Safeguarding contacts with the MAT as required regarding safeguarding matters</li> <li>• Monitor internal records and logs (eg staff training logs; SCR; DBS Records etc) to ensure these are appropriately maintained</li> <li>• Regularly review how safe pupils feel when in school</li> <li>• Undertake regular Safeguarding Training and ensure that all Governors are suitably trained on Safeguarding Matters.</li> <li>• Provide a Safeguarding Report to each Full GB meeting, a Termly report to the AAT Safeguarding Trustee and an annual report to the Full GB and the Trust</li> </ul>
<b>Raising Achievement Governor (EYFS/KS1/KS2/PP/SEN D/G&amp;T and LAC) (Previously known as Data Governor)</b>	<ul style="list-style-type: none"> <li>• Analysis of Pupil Performance Data,</li> <li>• Monitor Progress and Trends and compare against national and local averages/benchmarking data</li> <li>• Reviewing pupil assessment processes and the effectiveness of interventions and support,</li> <li>• Monitor Actions Plans,</li> <li>• Monitor, and Report on, Effective Use of PP and Sports Funding</li> <li>• Know and Understand the GB's responsibilities with regards to SEND</li> <li>• Take opportunities to meet and talk to parents of SEND children</li> <li>• Provide support to the Head and the SENDCo, including undertaking an annual review of the SEND policy</li> <li>• Submit regular written reports to the Full GB and, where requested, to the Trust</li> </ul>
<b>SDP Objective Monitoring Governors</b>	<ul style="list-style-type: none"> <li>• Undertake school visits to monitor the implementation of SDP Objectives;</li> <li>• Monitor implementation of SDP Objectives via data analysis;</li> <li>• Report to Full GB</li> </ul>
<b>Curriculum Governor</b>	<ul style="list-style-type: none"> <li>• Review curriculum policies and plans as required,</li> <li>• Monitor, and assess the effectiveness of, the provision of the curriculum (including the outdoor curriculum).</li> <li>• Report on any outdoor/grounds related issues that impact upon provision of outdoor curriculum</li> <li>• Review, and where necessary undertake, relevant Risk Assessments (eg Forest School/School Trips),</li> <li>• Act as Link to Inkberrow Millennium Green Trust</li> </ul>
<b>PHSE Governor/Associate Member</b>	<ul style="list-style-type: none"> <li>• Monitor PHSE Curriculum provision and strategies in place,</li> <li>• Monitor healthy eating initiatives,</li> <li>• Review opportunities for developing social skills;</li> <li>• Monitor overall impressions of behaviour;</li> <li>• Scrutinise records of behaviour issues,</li> <li>• Examine trends</li> <li>• Provide termly reports to the Full GB</li> </ul>
<b>Communication and Events Governor</b>	<ul style="list-style-type: none"> <li>• Work with the school and the Governing Body to promote the school to parents/carers and the wider community</li> <li>• Provide regular communications, including an annual report/newsletter, to parents/carers and the wider community regarding the work of the Governing Body and invite views/feedback</li> <li>• Organise attendance at/support at school events as required, including producing and maintaining the Termly Calendar of Events</li> <li>• Liaise with AAT Ethos &amp; Community Committee as required</li> </ul>

## **Forum Lead Role Description**

The role of a Forum Lead mirrors that of the role of the Chair of the Governing Body, although the Forum Lead's responsibilities are limited to the Terms of Reference for the Forum that they lead (in addition to the "All Governors" responsibilities).

## **Staffing and Policies Forum (S&P) Governor Role Description**

Members of the Staffing and Policies Forum must also, in addition to the "All Governors" Role responsibilities:

- Attend Staffing and Policies Forum meetings (typically 5/6 per annum)
- Attend suitable and necessary training courses to develop and maintain knowledge of areas covered by the Staffing and Policies Forum
- Undertake duties specific to the Staffing and Policies Forum as set out in the S&P Forum Terms of Reference

## **Pay & Performance Management (P&PM) Committee Governor Role Description**

Members of the Pay & Performance Management Committee must also, in addition to the "All Governors" role responsibilities:

- Attend Pay & Performance Management Committee meetings (typically 4 per annum)
- Attend suitable and necessary training courses to develop and maintain knowledge of areas covered by the Pay & Performance Management Committee (eg Performance Appraisal training)
- Undertake duties specific to the Pay & Performance Management Committee as set out in the P&PM Terms of Reference

## **Strategic Planning Committee (SPC) Governor Role Description**

Members of the Strategic Planning Committee must also, in addition to the "All Governors" role responsibilities:

- Attend Strategic Planning Committee meetings (typically 6 per annum)
- Attend suitable and necessary training courses and meetings to develop and maintain knowledge
- Undertake duties specific to the Strategic Planning Committee as set out in the SPC Terms of Reference

## **Associate Member Role Description**

It is recognised that LGBs can benefit from being able to draw on expertise and experience from outside their formal Governor membership, and the role of Associate Member exists to fulfil this purpose.

- Associate members are not governors but are people interested in contributing to the work of the school and its governing body. Associate members can include school staff and people with a particular area of expertise
- Associate members can be appointed to serve on one or more GB Forums, and the LGB can delegate voting rights to associate members (providing they are over 18 years of age) who sit on Forums providing that the vote in question does not relate to any resolution concerning admissions, pupil discipline, election or appointment of governors, or the budget and financial commitments of the GB.

- Associate Members are entitled to attend LGB meetings if they choose to do so, although they are not entitled to vote at these meetings.
- Associate members are appointed for between one and four years and can be reappointed at the end of a term of office.
- Associate Members can be removed by the LGB at any time.
- The role of the Associate member will vary according to the reason for the appointment, however Associate Members should observe the “All Governor” responsibilities relating to teamwork, confidentiality and conduct.

## **Clerk to the Governing Body Role Description**

The law requires that the GB appoint a Clerk to the Governing Body.  
All governors should know how, when and where the Clerk may be contacted.

The IFS Clerk is responsible for:

### Meetings

- convening meetings of the LGB, including calling emergency meetings
- working effectively with the Chair and Headteacher prior to meetings to prepare a purposeful agenda
- helping to produce an LGB Year Planner
- producing, collating and distributing the agenda and papers for LGB meetings so that recipients receive them at least seven clear days before the meeting
- recording the attendance of governors at LGB meetings, taking appropriate action on absences and publishing the registers on the website
- taking notes of LGB meetings in order to prepare accurate and objective minutes, including indicating who is responsible for agreed actions and target dates for completion of actions.
- sending draft minutes to the Chair and Headteacher for amendment/approval prior to circulating to all Governors
- keeping a file of signed minutes as an archive record, along with a public file of non-confidential Minutes
- liaising with the Chair and Vice-Chair of Governors prior to the next LGB meeting for planning purposes
- chairing that part of the meeting when the Full GB Chair is elected

### Membership

- maintaining a database of name, address and category of GB members and Associate Members and their terms of office
- sending a welcome letter and information to newly-appointed governors, including details of their terms of office
- maintaining copies of current terms of reference and membership of Forums, and of governors nominated to specific roles (eg Finance)
- advising governors and appointing bodies well before the end of governors’ terms of office so that elections or appointments can be made in good time, and assist in the Elections/Appointments Process as required
- informing the GB and AAT of any changes to its membership



- advising that a register of GB pecuniary and business interests must be maintained and ensuring that it is reviewed annually, kept in the school and published on the website
- checking with the School Administrative staff that the required Disclosure and Barring Service procedures have been successfully carried out on all new appointees and re-appointments

#### Advice and information

- advising the GB on governance legislation and procedural matters where required
- ensuring that statutory policies are in place, and that a file is kept in the school of the policies and other school documents approved by the LGB
- being able to access appropriate legal advice, support and guidance
- processing and maintaining records of LGB correspondence
- keeping up-to-date with current educational developments and legislation affecting school governance and communicating this information to the Governing Body

## Terms of Reference (ToR)

**ToR for the IFS Local Governing Body (agreed by IFS LGB on 8<sup>th</sup> March 2018)**  
***[Note: The AAT Scheme of Delegation takes precedence over these ToR]***

### ***Governance Arrangements***

- To hold at least three LGB meetings a year (one per term), although with effect from September 2014 it has been agreed that the Inkberrow First School governing body should normally hold 6 meetings per academic year
- To appoint or remove the LGB Chair and Vice-Chair (seeking consent from AAT Trustees if applicable)
- To progress the recruitment of new governors (including Parent Governors), and associate members as required, (seeking consent from AAT Trustees if applicable)
- To suspend a governor (seeking consent from AAT Trustees if applicable)
- To appoint or remove a clerk to the governing body
- To notify the Trust of any changes in LGB membership, roles and responsibilities
- To make a recommendation to the Trust each year regarding which functions of the Governing Body should be delegated to Forums/Committees and individuals, and to ensure that these are captured within the applicable Terms of Reference and Governor Role Descriptions
- To undertake an annual self-evaluation review of LGB Performance

### ***Planning and Reporting***

- To develop, and monitor the implementation of, a 3 Year School Vision/Strategy Document and an Annual School Development Plan, against which progress towards achieving the stated objectives can be measured
- To make a recommendation to Trustees regarding the school's scheme of financial delegation, and once approved, to keep the scheme under review
- To receive regular reports from the Finance & Premises Forum regarding the school's financial position, value for money achieved, and other matters delegated to the Forum
- To receive regular reports from the Staffing & Policies Forum regarding the matters delegated to the Forum
- To receive regular reports from the Pay & Performance Management Committee regarding pay and performance management matters for all staff
- To receive regular reports from any individual (eg Safeguarding Governor) or group (eg a Working Group) to whom an action or decision has been delegated and to consider whether any further action by the governing body or Trust is necessary.
- To produce and submit an Annual Report on the governance arrangements and the work of the LGB to the Trust
- To develop and maintain a Succession Plan for the LGB, and to share this plan with Trustees upon request
- To produce and submit any other reports that may be requested by the Trust

### ***Staffing and HR***

- To agree the school's staffing structure and to be accountable for standards of teaching
- To make decisions regarding the appointment and suspension or dismissal of staff
- To receive recommendations from the Pay & Performance Management Committee regarding staff pay and progression matters, including the performance of the Head

## **ToR for Forums and Committees (Agreed by IFS LGB on 28/09/17 unless stated otherwise)**

### ToR for the Strategic Planning Committee (SPC)

#### Membership:

- Chair of Governors
- Vice-Chair(s) of Governors
- Clerk

Quorum: This Committee is a Planning Committee, not a decision making committee, and therefore there is no Quorum for this meeting.

Meetings: One per half-term in advance of the LGB meeting, and additionally as may be required.

On behalf of the Governing Body, the Strategic Planning Committee (SPC) is responsible for:

- Reviewing draft agendas for LGB Meetings prior to their circulation
- Reviewing the Open Actions Table to ensure that Actions are being progressed and chasing if required
- Reviewing longer term strategic information (eg DfE publications; consultations; AAT information etc) to provide an overview to the LGB and ensure that any required action is undertaken

### Staffing and Policies Forum (S&P)

#### Membership:

- At least 4 other members of the LGB, one of whom must be elected as Lead by S&P Forum members
- The Raising Achievement Governor, if they are not a member of this Committee, may be invited to attend meetings where Pupil Performance Data is to be discussed.

Quorum for decisions: 3 governors

Meetings: To be convened by the S&P Forum Lead as required to progress the work allocated to S&P (Minimum of 3 meetings p/a likely to be required).

On behalf of the LGB, the S&P Forum is responsible for:

#### Staffing:

- To keep under review the views of staff; staff work/life balance; working conditions and well-being/morale, including the monitoring of absence
- Overseeing the appointment procedure for all staff with appropriate delegation to the Headteacher, reporting through to the Trustees as required
- Overseeing the process leading to staff reductions

#### Policies and Reporting:

- Determining policies for the nature and levels of staffing in the school, including the annual review of the Staffing Structure;
- Developing (as applicable), reviewing, implementing and monitoring compliance with all other policies assigned to them as detailed within the Policies Appendix
- Making appropriate policy responses to other matters as they arise;
- Reporting to the Local Governing Body and/or Trustees any relevant issues, recommendations and decisions.

#### Pay & Performance Management Committee

##### Membership:

- Chair of Governors
- Vice-Chair of Governors
- One other Governor
- Headteacher (except for consideration of Head's salary)

Quorum for decisions: 2 governors (not including the Headteacher)

Meetings: As required, although normally 3 or 4 meetings are held each year.

On behalf of the Governing Body, the Committee is responsible for:

- the oversight and implementation of the AAT Pay Policy and the AAT Performance Management Policy for all staff;
- reviewing the AAT Pay Policy annually to ensure that it takes account of any statutory changes and that it supports the School Development Plan and staffing structure. Where any discrepancies are identified these should be reported to the Trustees
- undertaking the annual pay review for all staff, including the Headteacher and Senior Leadership Team (SLT);
- ensuring that the performance management procedures for each staff member are operating satisfactorily in support of the AAT Performance Management policy
- determining (via discussions with F&P) whether sufficient funds are available for pay increments as may be recommended by the Headteacher
- determining (via discussions with F&P) whether sufficient funds are available for pay increments as may be recommended following completion of the Headteacher's Performance Management Review
- to receive a written report from the Headteacher on the impact of Performance Management and the needs for staff training and development, and to make recommendations on these matters to the IFS LGB and the AAT Trustees as required.

#### Complaints Appeals Panel

The Terms of Reference and Operating Procedures for the Complaints Appeals Panel are contained within the AAT Complaints Policy

# Visits to School (agreed at Full GB Meeting 03/10/13)

## General Guidelines

### Visits are:

- To enable Governors and Trustees to “get a feeling” for how school operates and the learning environment provided
- To enable Governors and Trustees to gain knowledge so that they can show/offer support
- An essential part of developing a trusting relationship between staff and Governors/Trustees
- About showing interest and support for staff and children
- About maintaining contact between Governors/Trustees and staff and children
- About observing what happens in school
- About joining in
- To enable Governors and Trustees to promote school in the wider community
- Concerned with performing our duty to check and validate and be a “critical friend”

### Visits are not:

- About making assessments
- About making judgements (with the exception of the Performance Management process)

## Good practice for Visits

### Before the Visit

- Be clear about the purpose of the visit (eg Monitoring SDP Objective x; Monitoring School’s Culture/Ethos etc)
- Agree an agenda with the Head in advance of the meeting and ensure that the chosen date is suitable for the proposed visit.
- Where possible, liaise with applicable staff prior to the visit to ensure that they are aware that you will be present, and why you are visiting. Agree with the teacher how you will be introduced and what your role in the classroom will be
- Prepare for the visit in advance eg obtain and review applicable supporting information (SDP; Ofsted Reports; Data;); identify questions that you want to ask; identify evidence that you would like to see
- Understand the boundaries of confidentiality

### During the Visit:

- Keep to the agreed timetable, but be flexible!
- Look relaxed, avoid being conspicuous and get involved if this is appropriate and has been agreed with the teacher
- Observe discreetly
- Don’t distract the teacher but be prepared to talk and show interest
- Be courteous not critical – it is a visit not an inspection
- Don’t lose sight of the purpose of the visit

### After the Visit:

- Briefly discuss your observations with the teacher; clarify any issues that you are unclear about, and thank the teacher for their support
- Discuss your observations with the Headteacher
- Complete your Visit report (using the template provide at the back of this document) as soon as possible, maintaining absolute anonymity and confidentiality within the report, and circulate it to the Headteacher and applicable staff for their review and comment
- Agree with the Headteacher how any sensitive issues should be reported at the LGB meeting and within the Visit report
- Issue your Visit report to the Clerk for circulation to the LGB (let the Clerk know whether or not the Visit Report can be uploaded onto the website or not)

To assist Governors and Trustees in the planning of their Governor Visits, the Headteacher will issue the following documents at the start of each academic year:

- a draft timetable with suggested months/terms for key visits;
- a timetable of staff meetings;

In addition, the Headteacher will notify staff of the names of Governors and Trustees assigned to specific roles (eg SDP/SEF Monitors; Safeguarding Monitor etc), and will notify Governors and Trustees of the names of staff with whom they should liaise regarding visits.



## Monitoring and Evaluation Record (Visit Report)

(Standard Form – not all sections may be applicable at each visit)

Name of Governor/Trustee:	
Date and Time of Visit:	
Purpose of Visit:	
Activities Undertaken (Tick those applicable):	<ul style="list-style-type: none"><li>• Observation</li><li>• Work Review</li><li>• Review of Planning</li><li>• Review of Assessments</li><li>• Review of Resources</li><li>• Discussion</li><li>• Other (please specify below)</li></ul>
Governor/Trustee Observations	
Evidence	
Strengths Identified:	
Areas for Development Identified:	
Key Issues Identified for Governing Body/Trustees	
Actions Agreed	

## **Inkberrow First School Governor Statement of Undertaking**

As a member of the Inkberrow First School Local Governing Body I shall always have the wellbeing of the children and the reputation of the school at heart. I shall do all I can to be an ambassador for the school, publicly supporting its aims, values and ethos.

I agree to abide by the AAT Trustees and Governors Code of Conduct, and adhere to the Inkberrow First School Governors' Handbook.

Signed :

Printed Name:

Date:

[To be signed by each Governor at the first Local Governing Body meeting of each school year]





Annex 2 – Statutory Governors Disqualification Rules (as extracted from the DfE Constitution of Governing Bodies of Maintained Schools Statutory Guidance published in March 2015)

**Under the terms of the School Governance (Constitution) (England) Regulations 2012, individuals are disqualified from holding office if they:**

- are subject to a bankruptcy restrictions order or an interim order, debt relief restrictions order, an interim debt relief restrictions order or their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced
- are subject to a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986 or a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989 or a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002 or to an order made under section 429 (2)(b) of the Insolvency Act 1986 (failure to pay under a County Court administration order)
- have been removed from the office of charity trustee or trustee for a charity by the Charity Commission or Commissioners or High Court on grounds of any misconduct or mismanagement, or under section 34 of the Charities and Trustees Investment (Scotland) Act 2005 from participating in the management or control of any body
- are included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people
- are barred from any regulated activity relating to children
- are subject to a direction of the Secretary of State under section 128 of the Education and Skills Act 2008
- are disqualified from working with children or from registering for childminding or providing day care
- is disqualified from being an independent school proprietor, teacher or employee by the Secretary of State
- has been sentenced to 3 months or more in prison (without the option of a fine) in the 5 years before becoming a governor or since becoming a governor
- have received a prison sentence of 2 years or more in the 20 years before becoming a governor
- have at any time received a prison sentence of 5 years or more
- have been fined for causing a nuisance or disturbance on school premises during the 5 years prior to or since appointment or election as a governor
- refuses an request by the clerk to make an application to the Disclosure and Barring Service for an Enhanced Criminal Records Check

The IFS LGB have agreed to continue to use the above disqualification rules following the formation of the MAT.

Annex 3 – Skills Audit Form (taken from the NGA website in April 2015)

<b>Name</b>					
<b>Experience, Skills and Other Attributes</b>	<b>Level of experience/skill: Rate of scale of 1 (none) to 5 (extensive) [Remember to think about all the situations in which you may have developed/used these skills]</b>				
	1	2	3	4	5
<b>Essential for ALL Governors</b>					
Commitment to improving education for all pupils					
Ability to work in a professional manner as part of a team and take collective responsibility for decisions					
Willingness to learn					
Commitment to the school's vision and ethos					
Basic literacy and numeracy skills					
Basic IT skills (ie word processing and email)					
<b>Should exist across the governing body</b>					
<b>Understanding &amp;/or experience of governance</b>					
Experience of being a board member in another sector or a governor/trustee in another school					
Experience of chairing a board/governing body or committee					
Experience of professional leadership					
<b>Vision and strategic planning</b>					
Understanding and experience of strategic planning					
Ability to analyse and review complex issues objectively					
Problem solving skills					
Ability to propose and consider innovative solutions					
Change management (eg overseeing a merger or an organisational restructure, changing careers)					
Understanding of current educational policy					
<b>Holding the head to account</b>					
Communication skills, including being able to discuss sensitive issues tactfully					
Ability to analyse data					
Ability to question and challenge					
Experience of project management					
Performance management/appraisal of someone else					
Experience of being performance managed/appraised yourself					
<b>Financial Oversight</b>					
Financial planning/management (eg as part of your job)					
Experience of procurement/purchasing					
Experience of premises and facilities management					
<b>Knowing your school and community</b>					
Links with the community					
Links with local businesses					
Knowledge of the local/regional economy					
Working or volunteering with young people (eg teaching/social work/youth work/sports coaching/health services for young people)					
Understanding of special educational needs					

Existing Governors Only:

What contribution do you feel you have made to the governing body over the past year?

Please give brief details of courses you have undertaken in the past year – including governor training, work based training/development and/or any other development/training activities

Are there any additional areas of the governing body's responsibilities to which you would like to contribute in the future?