

Governing Body organisation, roles and responsibilities

'It is the mission of the school to provide our children with the highest quality of teaching and learning, to enable them to become aware of the world that God has given them and to recognise their vocation and responsibilities within it.'

St Mary's Church of England Primary School is an academy run by the St Edmundsbury and Ipswich Multi Academy Trust (MAT). The Directors of the MAT have delegated responsibility for running the academy to the Local Governing Body, as set out in the Scheme of Delegation. This document should be read in conjunction with the Scheme of Delegation.

The Local Governing Body is responsible for:

- Ensuring that the school has a clear vision, ethos and strategic direction
- Holding the Headteacher 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

Overview of how the Local Governing Body works

The Local Governing Body meets every half term to undertake its core functions as outlined above. Within the remit defined in the Scheme of Delegation, the Local Governing Body is the decision making body; governors should not act individually but only as a body. The Local Governing Body has a Chair of Governors and a Vice Chair of Governors (see Appendix 1 for a role description for Chair and Vice Chair).

The governing body does not have permanent committees. Instead, it has appointed governors with special responsibilities who each keep detailed knowledge of their area of responsibility through regular monitoring visits and frequently report back to the whole governing body, and where appropriate make recommendations. They do not have any delegated decision making powers, the decision making rests with the whole governing body. Monitoring is undertaken by a combination of visits of the special responsibility governors, termly full governing body monitoring days and specific task and finish reviews. This set up will make the Governing Body more effective in supporting and constructively challenging the school and its headteacher.

St Mary's has Named Governors with the following specific responsibilities; a role description for these monitoring roles can be found in the appendix below:

- Attainment, progress and attendance
- Finance & personnel
- Safeguarding
- Looked after children (LAC)
- Children with special educational needs or disabilities (SEND)
- Higher prior attainers
- Values and spirituality
- Pupil Premium and Free School Meals children
- Sports Premium
- Health & Safety
- Performance Management
- Communications



In addition, St Mary's requires to have an admissions committee, meeting once a year to ensure that admissions criteria are followed.

The framework for Governors Monitoring at St Mary's is as follows:

- **The Attainment, Progress and Attendance Governors** review school performance data at least on a termly basis. They report back to Full Governing Body, identifying any areas that need to be looked at in more details. This information is a key element to inform the prioritisation and format of monitoring activities.
- The whole Governing Body has a **termly Monitoring Day**, where Governors spend time at the school, looking at specific aspects of the school life and curriculum. Such a morning will typically include watching lessons, talking to children to understand their perception, talking to teachers and other staff and doing a "learning walk" (looking at displays, books, classrooms etc.). There is a forward programme for topics for the monitoring days.
- To ensure Governors have an understanding of the full range of subjects taught at St Mary's, there is a rolling programme of **subject lead teachers reporting** to full governing body meetings.
- In addition to the whole governing body monitoring days, the governing body may commission governors to undertake **task-and-finish monitoring assignments** to review specific questions arising from Governing Body meetings and discussion.

Each monitoring visit is documented by a short report in a standard format, which includes any recommendations to the governing body and/or the headteacher for follow on actions. The vice chair is coordinating monitoring activities.

Appendix 1: Role descriptions for Chair and Vice Chair

<p>Chair</p>	<ul style="list-style-type: none"> ✓ To regularly meet with or phone (every 2 to 4 weeks) the headteacher to discuss how the school is performing including progress on the raising attainment plan, any issues, the well-being of the headteacher ✓ To be available as a sounding board and for advice and challenge to the headteacher as and when the need arises ✓ To chair the governing body meetings ✓ To agree with the headteacher the agenda of governing body meetings ✓ To take by exception urgent action on behalf of the governing body ✓ To ensure the governing body is effective and fulfils its duties, and that key roles are covered by governors ✓ To forward plan governors activities (in conjunction with Vice Chair) ✓ To provide guidance to other governors, to allow them to fully engage in the governing body, play to their strengths and where necessary manage performance and remind them of the code of conduct (shared with Vice Chair) ✓ To provide induction to new governors (shared with Vice Chair) ✓ Where required liaise with the MAT ✓ To take responsibility (which can be by delegation) of any of the special responsibilities listed below if no governor has been nominated to those roles <p><i>Note: the governing body always acts as one; only in exceptional urgent circumstances can the chair act independently on behalf of the governing body.</i></p>
<p>Vice chair/s (Note - the governing body can appoint up to 2 vice chairs)</p>	<p>The vice chair/s will cover for the chair when the chair is not available, including chair governing body meetings.</p> <p>With the principle of shared leadership, the chair can delegate functions to the vice chair/s. This can ensure that the governing body is not overly relying on one individual.</p> <p>At St Mary's the Vice Chair takes a coordination role of Governors activities and Governing Body monitoring, including:</p> <ul style="list-style-type: none"> ✓ Forward planning Full Governing Body Monitoring Days and ensuring that suitable monitoring reports are provided after monitoring visits. ✓ To keep an overview of governor training undertaken and training requirements ✓ To provide guidance to other governors, to allow them to fully engage in the governing body, play to their strengths and where necessary manage performance and remind them of the code of conduct (shared with Chair) ✓ To provide induction to new governors (shared with Chair) ✓ Conducting governors skills audits as and when appropriate

Appendix 2: Governors special responsibilities — role descriptions

With regard to their special responsibility, all governors should:

- ✓ Aim to keep up to date about relevant legislation and new information that is made available to schools
- ✓ Attend relevant training, and keep training up to date as required
- ✓ Regularly (at least termly) meet with the headteacher and/or lead teacher to discuss progress and updates concerning their special responsibility
- ✓ Using the agreed monitoring template, regularly report to the whole governing body about the results of any visits to school.

The following gives some of the specific additional expectations for governors in these roles. Please note that the list is not exhaustive.

Attainment, progress and attendance	Key tasks
<p>To monitor and analyse whole school attainment and progress data for all children at the school, including specific groups of children</p> <p>To monitor attendance rates and check if attendance policy is effective to achieve maximum attendance levels</p>	<ul style="list-style-type: none"> ✓ To interrogate, monitor and review whole school data in order to raise standards and promote high standards of achievement across the school. ✓ Monitor at least once a term attendance rates, identify any trends, discuss with the headteacher the background of attendance levels and reasons for non-attendance, and challenge whether actions taken to improve attendance are appropriate ✓ Autumn term: Review in detail previous year's Key Stage 1 and Key Stage 2 results, using FFT (Fischer Family Trust) and ASP (Analyse School Performance), and present a comprehensive summary to the Whole Governing Body. ✓ Once a term (at least): Review in year progress and attainment, and predictions for the end of the year, using target tracker and discussions with headteacher. Flag up any areas of concern, and present one area of focus to Whole Governing Body. ✓ Analyse outcomes for specific groups e.g. SEN, LAC, pupil premium, and possible co-dependencies e.g. attendance and attainment, working closely with the relevant topic governors leads ✓ Monitor attainment and progress impact of school interventions

Finance & personnel	Key tasks
<p>To monitor school expenditure and income, and provide support and challenge for developing a three year budget plan</p> <p>Note: St Mary's Finance Governors will work with the headteacher and school's bursar.</p>	<ul style="list-style-type: none"> ✓ Understand school expenditure ✓ Monitor at least once a term in-year expenditure and income, challenge how funding is spent, and income is generated ✓ Prepare with Headteacher budget reports for the Whole Governing Body, including draft forward budget for Governing Body approval in advance of submission to the MAT ✓ Consider staffing in light of available budget ✓ Review premise expenses – both capital and revenue ✓ Full involvement in budget process, including preparing the end of year budget report in the autumn term and the preparation of the three year forward budget in the summer term ✓ Report to Governing Body once a term
Values & Spirituality	Key tasks
<p>To ensure the school has a strong Christian ethos aligned with core British values, with children and staff displaying a strong sense of spirituality</p>	<ul style="list-style-type: none"> ✓ To ensure the school promotes a Christian ethos and Christian values ✓ To monitor whether the school is promoting British values as part of the requirement to provide for the spiritual, moral, social and cultural (SMSC) development of their pupils. ✓ To keep up to date with the current framework for the statutory inspection of Anglican and Methodist schools (SIAMS), and take a lead role in monitoring how the school is performing in key areas, regularly reporting back to the Whole Governing Body. ✓ To ensure there is a common understanding of what spirituality means ✓ To lead on a strategic monitoring approach to worship, frequently involving the whole governing body ✓ To monitor whether pupils have the opportunity to visit different places of worship (Christian and other faiths) ✓ To gather parental feedback on collective worship

Safeguarding	Key tasks
<p>To ensure that the school meets its statutory responsibilities under relevant safeguarding legislation</p> <p>To ensure the school provides an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties believing they will be effectively listened to.</p>	<p>Regular (at least termly) safeguarding monitoring, including meetings with the Designated Safeguarding Lead (DSL).</p> <p>Ensure the school meets all safeguarding criteria, including (but not limited to):</p> <ul style="list-style-type: none"> ✓ All members of the governing body understand and fulfil their responsibilities, have read the relevant parts of the current Keeping Children Safe in Education and have had the required safeguarding training. ✓ There is a nominated designated member of staff (DSL) and at least one alternate DSL. ✓ The designated and alternate members of staff have undertaken initial designated member of staff training and subsequent refresher courses every two years. ✓ All members of staff are provided with Child Protection and Prevent training at least every three years and that regular updates are shared. ✓ All members of staff, volunteers and governors know: <ul style="list-style-type: none"> ○ The signs and symptoms of concern ○ How to respond to a pupil who discloses abuse ○ What to do if they are concerned about a child ✓ All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding procedures through publication of the school's Child Protection Policy. ✓ The Single Central Record is up to date ✓ The lettings policy seeks to ensure suitability of adults working with children on school site at any time. ✓ Community users organising activities for children are aware of the school's safeguarding guidelines and procedures. ✓ The selection and recruitment of staff meets the requirements as set down in Safer Recruitment guidance. ✓ There is at least one member of each interview panel who has completed the safer recruitment course ✓ The school is appropriately maintaining and promoting online safety <p>Monitor any serious incident reports termly</p> <p>Ensure the Safeguarding Policy and Child Protection Policy are reviewed at least annually, taking account of any changes to safeguarding legislation and guidance</p> <p>Update the Governors safeguarding checklist/action plan in accordance with changes to legislation and guidance</p> <p>Sign up to weekly safeguarding newsletter from Andrew Hall (see https://www.safeguardinginschools.co.uk)</p>

Performance management	Key tasks
<p>To review, in conjunction with a representative of the MAT, the headteacher performance, and ensure that the school is implementing effective performance management of all staff</p> <p>Note: the chair is likely to take this responsibility alongside a MAT representative, a second governor may join as performance governor</p>	<ul style="list-style-type: none"> ✓ To be part of the headteacher performance management review in the autumn term, led by the MAT's school improvement advisor, to review performance of the previous year and set performance objectives for the next year ✓ To review how the headteacher manages the performance of school staff and how the headteacher deals with underperformance (<i>note, the performance management targets and reports are confidential between the headteacher and the member of staff and cannot be shared with any governor</i>) ✓ To undertake a mid year performance review (the MAT is not involved in the mid year review). ✓ To report to Governing Body that Performance management for all staff has taken place and targets been set/achieved and increments given/not given as a %– this feeds into budget review <p><i>Note: The Performance Management targets and performance are confidential between the headteacher and the performance Management governors, and cannot be shared with the full governing body.</i></p>
Looked After Children (LAC)	Key tasks
<p>To support, challenge, monitor and evaluate how the school manages its provision for Looked after Children (LAC), to promote high levels of achievements</p>	<ul style="list-style-type: none"> ✓ Monitor number of Looked After Children ✓ Regular (termly) meetings the designated teacher for Looked After Children. ✓ Work with the head teacher in establishing priorities for expenditure and in monitoring the effectiveness of resource usage for LAC children. ✓ Consider whether governing body decisions will have implications on LAC

<p>Special Educational Needs and Disabilities (SEND)</p>	<p>Key tasks</p>
<p>To support, challenge, monitor and evaluate how the school manages its provision for children with SEND, to promote high levels of achievements of both groups and to report regularly to the governing body.</p>	<ul style="list-style-type: none"> ✓ Monitor the number of children with SEND ✓ Regular (termly) meetings with the SEN Coordinator (SENCO) ✓ Regular analysis (termly) of performance data of children with SEN (in conjunction with standards and achievement governors) ✓ Work with the head teacher in establishing priorities for expenditure and in monitoring the effectiveness of resource usage for SEND children. ✓ Assist in monitoring/evaluating SEND policy and ensure its annual review ✓ Ensure all parents are kept informed of the school's policy and communication between parents of children with SEND and the school is two way ✓ Consider whether governing body decisions will have implications on SEND
<p>Pupil Premium & Free School Meals</p>	<p>Key tasks</p>
<p>To support, challenge, monitor and evaluate the work of the school in raising the achievement of Pupil Premium children</p>	<ul style="list-style-type: none"> ✓ Be able to evidence monitoring of use and impact of pupil premium funding once a term ✓ Ensure Pupil Premium Funding is ringfenced, know level, impact and expenditure of pupil premium funding (noting different Pupil Premium categories), and monitor results and progress of Pupil Premium children ✓ Monitor whether staff are aware who Pupil Premium children are and how PP funding is spent ✓ Ensure pupil premium website content is updated once a term ✓ Ensure school conducts an annual review of Pupil Premium activities ✓ Governor to compile two or three anonymised case studies once a year ✓ At least a termly report to the Whole Governing Body
<p>Higher prior attainers</p>	<p>Key tasks</p>
<p>To support, challenge, monitor and evaluate how the school manages its provision for children with high prior attainment, to ensure they are challenged and make rapid progress</p>	<ul style="list-style-type: none"> ✓ Monitor number of high attainers throughout school and what levels of progress they make (in conjunction with standards and achievement governors) ✓ Monitor / evaluate the strategies and interventions to challenge higher prior attainers to make more rapid progress ✓ Monitor how higher prior attainers are chosen, ensuring consistency through the school ✓ At least a termly report to the Whole Governing Body

Health & Safety	Key tasks
To ensure Health & Safety is managed appropriately throughout the school	<ul style="list-style-type: none"> ✓ Monitoring visit at least once a term (requirement of MAT H&S policy), walking with Headteacher through school to assess how H&S is managed and if H&S policy is implemented ✓ Check the accident records, and discuss what if any H&S actions should be taken in response ✓ Check if there is a culture where H&S is seen as everybody's responsibility <p><i>Note that governors cannot undertake H&S audit; they can only monitor if H&S policy is implemented</i></p>
Sports Premium	Key Tasks
To monitor spend and impact of the sports premium	<ul style="list-style-type: none"> ✓ To review how the sports premium is spent, ensuring that the school ringfences the sports premium budget ✓ To monitor the impact ✓ To report to LGB once a year
Communications	Key tasks
To take a lead in communication governor activities to parents, and support the headteacher with communications about the school to the wider community	<ul style="list-style-type: none"> ✓ To develop and maintain a light touch communications plan ✓ To work with other governors to ensure that the half-termly headteacher report includes information about activities of the Governing Body ✓ To watch out for potential stories about the school which could be fed to local media ✓ To consider and coordinate use of social media to promote specific events e.g. open days ✓ To consider and promote other ways to effectively communicate with parents and the wider community