



OWLS Academy Trust

SCHOOL GOVERNANCE

Glenmere Community Primary School



Version: 2.0

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| Date of Last Review | May 2023 |
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Review History

| Date | By | New Version Number | Changes Made | Approved by Trustees |
|--------|----------|--------------------|--|----------------------|
| May 23 | C Bailey | 2 | Complete reformat to bring in line with related documents. Reworded to align with Scheme of Delegation. Trust governance section inserted. Contents page added. Replacing 'race and disability matters' with 'equality matters' to encompass Equality legislation. | |
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Welcome from Glenmere Community Primary School



We believe that your child must be at the centre of all we seek to achieve at Glenmere. We are concerned with the all-round development of the children in our care. We help them to have a lively interest in the world in which they live, to acquire knowledge and develop new skills.



We recognise that children develop at different rates, possess a variety of skills and abilities, have different needs and display a range of personalities and interests.



We are committed to developing the full potential of every child, regardless of ability and we value the contributions and achievements of all the children accordingly. We believe that we must work in close partnership with parents in order to achieve this.



We encourage children to take maximum advantage of the opportunities available to them as they continue through their formal education to become active participants in a fast-changing world.



We believe that each child will succeed through experiencing quality in:

- An ethos of challenge, support and encouragement to succeed
- A holistic approach to pupils' development
- A recognition of individuality and differing needs
- Valuing the contributions and achievements of all pupils
- A broad, balanced and challenging curriculum
- A rich, stimulating learning environment with a range of quality resources
- Innovative teaching that is creative and engaging



We demonstrate our commitment to working as a learning community by:

- Creating a safe and secure learning environment
- Ensuring pupils are at the centre of all we seek to achieve
- Striving for a spirit of openness, mutual respect, support and understanding
- Building on the positive and celebrating achievements
- Being aware of our weaknesses and reacting constructively to reduce them
- Actively encouraging a positive partnership between pupils, parents, staff, governors and the wider community

At Glenmere we are GREAT because we...



Grow, Respect, Enjoy and Achieve Together



Introduction

This handbook provides information regarding governance for all schools within the Oadby, Wigston & Leicestershire Schools (OWLS) Academy Trust (referred to herein as the 'Trust'). It is intended for both new and experienced school governors to use as a framework for the governing bodies of the Trust to ensure they are effective in carrying out their roles and responsibilities.

The terms of reference and guidance within this document detail the core requirements of the local governing body (LGB) and its committees. Each school may choose to include additional information or requirements which can be attached as an appendix.

This document must be used in conjunction with the OWLS Academy Trust Scheme of Delegation and Guidance on the Application of the Scheme of Delegation booklet.

We would like to take the opportunity to thank all of our governors for their time and support in this vital role within our schools, we do hope you find it a rewarding experience.

Trust Governance

Governance of the Trust is crucial to its success. The purpose of governance is to provide confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance. Governance has three core functions:

1. Ensuring clarity of vision, ethos and strategic direction.
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective performance management of staff.
3. Overseeing the financial performance of the organisation and ensuring its money is well spent.

Academy Trust Board

The Academy Trust Board (ATB) leads governance, with selected responsibilities delegated to the LGB of each school.

The ATB has overall responsibility for all governance in the Trust and carries the final accountability for this. The focus of the ATB is on the 'big picture', working with the CEO, executive team and head teachers to set the overall strategic vision for the Trust and to identify, and respond to, risks and opportunities.

The ATB meets at least nine times per year with six meetings focusing on finance, audit and operations, plus three full Trustees meetings on all aspects, including teaching and learning. Trustees received invitations to attend all of these meetings.

Members

The Members of the Trust are not involved in the practical running of the Trust or schools and do not take part in ATB or LGB meetings, except as occasional observers.

The role of a Member is to ensure that the ATB keeps its core priorities at the centre of its work – providing education for children and young people – and retains its stated ethos and values.

Members appoint some of the Trustees and, in exceptional circumstances, can remove Trustees who they have appointed. Members meet for an Annual General Meeting in January each year.

Chair of Trustees: Dr Jonathan Tedds

Trust Vision and Values

The OWLS Multi Academy Trust was established in September 2013 with two outstanding Leicestershire schools as their founder members. Since then we have grown to eight schools with further schools expected to join us in the coming months and years.

Our values of **Aspiration, Confidence, Creativity, Enjoyment, Perseverance, Pride, Responsibility, Compassion, Integrity and Respect** underpin all that we do. We put the children at the heart of every decision we make.

The ethos behind the Trust is one of sustainable school improvement. Schools joining the Trust do so with the prime aim of improving themselves and each other so that they can all become outstanding schools driven by a self-improving system. This is achieved through the development and embedding of the professional continuum, by attracting high calibre trainees to our schools, nurturing talent, providing high quality bespoke CPD to shape careers and ensuring we grow our own inspirational school leaders. Together we can achieve excellence. This ethos is guided by our core principles:

- Children first - at the heart of every decision is 'will this benefit our children'?
- Aspiration for all - children, staff, families and local communities to aim high and dream big.
- Ensuring our schools are at the heart of their communities, leading social change.
- Supporting meaningful partnerships - schools that support and challenge each other to become the best schools through mutual accountability.
- A commitment to continuous improvement - to strive to provide the best opportunities for our children so that they can look back with pride and forward with confidence.
- Primary led - this is our area of passion and expertise and we focus on developing the whole child.

We aim for our schools to be the best schools!

These values are fundamental to everything the Trust represents. They permeate all elements of school improvement and are understood and owned by all members of the school community. In addition, each school has their own individual values that reflect and blend with the Trust values.

As a Trust Partnership, our expectation is that, all schools:

- Demonstrate a restlessness to continually improve, never stand still and with the ultimate aim of providing the best opportunities and experiences for our children.
- Strive to ensure every child fulfils their potential regardless of any barriers to learning.
- Commit to become an outstanding, self-improving school and to support the profession and development of all schools within the partnership.
- Commit to a school-led system.
- Commit to the values, principles, policies and procedures of the Trust.
- To ultimately strive to be the best school.

In our schools you will see we work together to:

- Ensure schools feel connected to the Trust whilst maintaining their unique qualities, character and relationship with their community.
- Ensure high quality teaching and learning.
- Engage with our communities to raise aspirations for all.
- Develop the whole child and create inquisitive learners.
- Enable all children to be confident, building on strengths and improving in areas of need.
- Enable children to understand the part they play in the world in the future – as a positive citizen, a driver of business and enterprise, or to shine in the creative arts or sports.
- Support the development of all staff to be the best they can be and to realise their career potential.

What does the OWLS Academy Trust believe?

We are a child centric organisation, placing the child at the heart of everything we do. We have high expectations and aspirations for every child.

We are advocates for children. Together, we build a community of pro-social, emotionally competent, independent learners through:

- Responsibility
- Compassion
- Integrity
- Respect

Responsibility

We will:

- Take ownership of our behaviour as individuals
- Have the courage to think and act independently
- Demonstrate problem solving and decision-making skills
- Be reliable and trustworthy

Compassion

We will:

- Understand the circumstances and viewpoints of others
- Develop the capacity to forgive others and ourselves
- Celebrate the contributions of others
- Promote a peaceful, caring and safe community

Integrity

We will:

- Stand up for what we believe
- Be honest with ourselves and others
- Demonstrate fairness in our judgments and actions
- Fulfil commitments and promises

Respect

We will:

- Believe in the inherent dignity of all people
- Celebrate individuality
- Value and appreciate diversity
- Honour self and others through words and actions

Together as a community we are committed to:

- Striving for continuous improvement
- Challenging our ideas and strategy
- Helping one another to ask the right questions

Trust Principles

1. The overriding principle is the success and wellbeing of the children educated within the Trust schools.
2. There is an expectation of professional challenge, support and development between member schools.
3. Trust between member schools is essential for the success of the collaboration.
4. Trust is engendered by confidentiality, openness and professionalism. The Headteacher and Teacher Standards provide a framework for this professionalism.
5. The Trustees will take account of data protection policies in all work they do.
6. The Trustees abide by the principles of best value and the long term benefit and gain of all the member schools. The budget will support the priorities based on the School Development Plan. The Trust will not hold excessive sums of money and where possible, funds will be spent to benefit the children in the schools at that time.
7. Our work is focused on raising standards of provision in all areas and securing school improvements. Needs are identified across the Trust and responded to effectively both by the whole group and sub-groups.

School Governance

Each school has a Local Governing Body (LGB), which holds the school to account for:

- The quality of teaching and learning.
- The experience of pupils, parents and staff.
- Health and safety matters.
- Safeguarding processes.
- The management of its finances, risk and audit procedures.
- Fostering links with the local community and businesses.

LGBs should also ensure that school leaders are mindful of the school's context within the overall vision of the OWLS Academies Trust.

The Local Governing Body should have a maximum of 14 members, consisting of:

- 1 x Head Teacher
- 4 x Parent Governors (selected by parents)
- 3 x Staff Governors (selected by staff)
- 6 x Co-Opted Governors (selected by the LGB)

All Local Governing Bodies should have an operational minimum of 12 governors in position.



Chair of a Local Governing Bodies

- To ensure the business of the LGB is conducted properly and in accordance with the ATB, legal, DfE/ESFA and Leicestershire County Council delegation requirements.
- To ensure the effective management of meetings, focusing on priorities and making the best use of time available.
- To ensure that all governors have an equal opportunity to participate in discussion and decision-making.
- To establish and foster an effective relationship with the CEO and head teachers based on trust and mutual respect for each other's roles.
- The chair has an important role in ensuring that the LGB acts as a sounding board to the Trustees, CEO and head teachers and provides strategic direction.

Clerk (Governance Professional) to the Governing Body

- To work effectively with the chair of governors, the other governors and the CEO / head teacher to support the LGB.
- To advise the LGB on constitutional and procedural matters, duties and powers.
- To convene meetings of the LGB.
- To attend meetings of the LGB and record the minutes.
- To maintain a register of governors and report vacancies to the LGB.
- To give and receive notices in accordance with relevant regulations and legislation.
- To perform other appropriate functions or duties as determined by the LGB from time to time.

Chair of a Committee

- To ensure the business of the committee is conducted properly, in accordance with the committee's terms of reference and legal requirements.
- To ensure the effective management of meetings, focusing on priorities and making the best use of time available.
- To ensure that all governors have an equal opportunity to participate in discussion and decision-making.

Clerk (Governance Professional) to a Committee

- To advise the committee on procedural and legal matters as appropriate.
- To convene meetings of the committee and organise agendas.
- To attend meetings of the committee and record the minutes.
- To perform other appropriate functions or duties as determined by the committee from time to time.



Governing Body Roles and Responsibilities – Online Meetings

- Any governors attending a LGB or committee meeting online must agree to provide their undivided attention to the meeting at all times.

Local Governing Body Terms of Reference



Full Local Governor Board Meeting

| | |
|---------------------------|---|
| Attendance Policy: | ALL governors |
| Meeting Frequency: | Three per Annum (Termly) |
| Quorum: | 50% of appointed governors (voting members) |
| Purpose: | To attend to the business of the school |

Responsibilities

Full Local Governor Board meetings will:

- Elect governors to positions of leadership, responsibility and specific links to assist the LGB in its monitoring role. This will usually take place at the commencement of the academic year.
- Agree its organisation, structure, membership and terms of reference for committees. These must be approved by the Academy Trust Board.
- Ensure all meetings minutes/reports are received from all committees. This will usually be in the form of the approved minutes and working papers (confidential papers excepted). These documents will form part of the statutory papers and records of the school.
- Regularly review the school ethos, aims and values with stakeholders in conjunction with the head teacher, CEO and Central Team.
- Take strategic decisions in the best interests of the schools and make outline plans based on advice and information from the CEO, head teacher, Local Authority (LA) or Department for Education (DfE)/Education Standards Funding Agency (ESFA).
- Monitor the performance of the school against targets set and the School Development Plan key priorities, linked to the Trust KPI's.
- Review the school prospectus and profile, and other information for parents/carers and other stakeholders (marketing and promotion).
- Review policies & routines (other than those delegated to committees or individuals).
- Receive reports from the LA and DfE/ESFA.
- Receive the head teacher's termly report on the current situation in school and respond to issues such as attendance, behaviour, child protection, complaints, exclusions, inclusion, special educational needs and equality matters.
- Promote community cohesion, well-being and British values through wider curriculum activities and the extended school's agenda.
- Demonstrate positive attitudes towards 'protected characteristics' to ensure inclusion for all.
- Have regard to the governing body statutory responsibilities and the expectations during school inspections.
- Develop the skills of governors through training, knowledge transfer, involvement in school life and activities.
- Act as 'critical friends' to the head teacher and senior staff.
- Appoint Designated Safeguarding Leads (DSLs).
- Ensure parental engagement takes place and feedback is acted upon.

Accountability

The LGB (reporting to the ATB) has a strategic role in the review and management of the school. Key responsibilities include setting priorities, including finance expenditure and deployment of resources.

Accountability is demonstrated via:

- Strategic Development Plan and School Development Plan.
- The school Self-Evaluation Form (SEF).
- The school prospectus and profile.
- A 3-year financial plan.
- The annual budget.
- The Schools' Scheme of Delegation and finance procedures (linked to Trust policies).
- The Governors and staff handbooks (duty of care).

Duties

- Agree constitutional matters, including procedures where the LGB has discretion.
- Recruit replacement LGB governors as vacancies arise.
- Appoint new governors as appropriate (ATB approval is required).
- Conduct a governor skills audit at appropriate intervals – LGB to ensure appointed governors have a suitable range of skills (particularly finance) and to recruit governors accordingly.
- Hold at least three LGB meetings a year plus three finance meetings.
- Appoint or remove the chair and vice chair - in conjunction with ATB approval.
- Appoint or remove a clerk (governance professional) to the LGB - in conjunction with ATB approval.
- Appoint or remove a clerk (governance professional) to each committee.
- Agree, by early in the autumn term, the programme of work and calendar of meetings for the LGB and its committees for the school year, based on known cycles of school improvement, financial management, staffing issues and communication with parents.
- Decide annually, which functions of LGB will be delegated to committees, groups and individuals (as per the Trust Scheme of Delegation).
- Establish the committees of LGB and their terms of reference (with ATB approval) and appoint the chair to any committee (if not delegated to the committee itself).
- Receive reports and recommendations from any individual or committee to whom a decision has been delegated and consider whether any further action by the LGB is necessary.
- Monitor the progress of work being undertaken by committees and individuals.
- Approve the first formal budget plan of the financial year.
- Ensure health and safety policies and practices are reviewed, adhered to, with revisions made as appropriate.
- Review and monitor the risk register with support from the headteacher, CEO and Central Team.
- Establish and regularly review the Business Continuity Plan and Critical Incident Policy.
- Establish and review arrangements for governors' visits to school.
- Oversee governor involvement in formulating and monitoring the School Development Plan.
- Make recommendations to establish exceptional working arrangements where particular circumstances arise e.g. a joint committee to oversee a building project or a special committee to oversee an Ofsted inspection.
- Attend school inspections as required.
- To be available and respond to matters of particular difficulty, sensitivity or emergency, and offer advice to the head teacher or most senior person.
- Undertake tasks delegated to them by the ATB.
- Approve the school staffing structure.
- Advise the ATB on admissions policies.
- In extreme cases, suspend governors as required (with ATB approval).
- Ensure the Register of Pecuniary/Business Interest is updated as required.

Delegating to Committees

A governing body can fulfil some of its responsibilities through a series of committees. On an annual basis, they must:

- Define the committee's terms of reference.
- Define the extent of its delegated authority to each committee.
- Ensure it receives minutes and relevant working papers of the committee's meetings.
- Review the committee's remit and membership annually.



Committee Meetings – Pay and Performance

| | |
|---------------------------|--|
| Attendance Policy: | A third of the LGB (minimum of three). <i>Note, the number appointed to this committee directly impacts on the number required for a staff appeal committee.</i> |
| Exemptions: | Staff governors are not permitted on this committee. Governors with any perceived bias or involvement must be excluded. Decision making must not be delegated to an individual. Experienced governors only to be appointed to this committee. |
| Meeting Frequency: | Annually |
| Quorum: | Three as a minimum (voting members) |
| Purpose: | To review senior staff and teachers pay and performance |
| Committee Link: | Finance and Staffing Committee |

Responsibilities

- Annual election of chair.
- Act as the LGB's Pay Committee within the terms of the school Pay Policy.
- Review performance management for senior staff and teachers.
- Make decisions in line with the schools pay policy for the LGB's approval based on national and local agreements, plus ATB guidance.
- Share decisions of pay and performance reviews (but not the findings) with the full LGB.



Pay and Performance Appeals Panel

| | |
|---------------------------|--|
| Attendance Policy: | Three selected governors. |
| Exemptions: | Staff governors are not permitted on this panel. Governors with any perceived bias or involvement must be excluded. Decision making must not be delegated to an individual. Experienced governors only to be appointed to this committee. |
| Meeting Frequency: | As required |
| Quorum: | Three |
| Purpose: | To review appeals from a hearings committee |
| Committee Link: | Pay and Performance Committee, Finance and Staffing Committee |

Responsibilities

- Consider any appeal against a decision to dismiss a member of staff made by a hearings committee.
- Review actions in accordance with personnel procedures, e.g. disciplinary, grievance, capability, etc., for staff. If the head teacher is the subject of the action, the ATB are to be informed.
- Consider any appeal against selection for redundancy.

Note: Training should be undertaken for all governors in the conduct of appeals before being selected for an appeals committee.

Committee Meetings - Finance and Staffing

| | |
|---------------------------|---|
| Attendance Policy: | A third of the LGB (minimum of four). |
| Exemptions: | The committee should consist of non-staff governors. The head teacher (Accounting Officer), will not be a member of this committee, but should attend the meetings to discuss agenda items. The chair of this committee must not be the same as the Chair of Governors. |
| Meeting Frequency: | Three times per year (termly). Finance and staffing committee meetings are usually held simultaneously with the Audit Committee meetings. |
| Quorum: | 50% of appointed governors (voting members) |
| Purpose: | To ensure finance controls are robust and adhered to. |
| Committee Link: | Audit Committee, Pay and Performance Health & Safety Committee, Curriculum and Pupil Data Committee. |

Finance - Responsibilities

To assist the LGB in fulfilling its responsibilities in the management of the school budget and staffing by:

- Compiling the draft budget for approval by the LGB.
- Exploring expenditure options and assessing expenditure bids.
- Forecasting likely future pupil rolls and income levels.
- Monitoring budgeted income and expenditure.
- Monitoring and adjusting in-year expenditure levels.
- Ensuring accounts are properly finalised at year end and reviewing the Budget Forecast Return data.
- Administering the school's voluntary/private funds.
- Evaluating the effectiveness of financial decisions.
- Attending to all financial matters as delegated by the ATB and LGB as directed by the School Scheme of Financial Delegation and internal protocols for budget holders.
- Reviewing the School Resource Management Self-Assessment Checklist (financial management and governance self-assessment).
- Making any determination or decisions regarding the Charges and Remissions Policy.

Staffing - Responsibilities

- Ensuring adherence to safer recruitment processes in line with the Keeping Children Safe in Education (KCSIE) guidance.
- Managing staff appointments (in line with policy and delegations).
- Reviewing the school staffing structure and making recommendations to the LGB based on the requirements of the School Development Plan/curriculum requirements, and the head teacher's staffing review.
- Reviewing the Performance Management policy and codes of practice in the school.
- Ensuring the head teacher's performance management process is conducted appropriately and in conjunction with the CEO.
- Supporting the ATB with headteacher recruitment.

- Determining the staff complement and pay policies for the school (in accordance with School Teachers Pay and Conditions, guidance from the Local Authority regarding support staff, and information from the DfE/ESFA).
- Reviewing, implementing and monitoring Trust policies for staff discipline, capability, and dismissals, staff grievances and complaints, redundancy and redeployment, harassment, equal opportunities, race, gender, access and disability, staff absence and leave of absence (as provided by the ATB).
- Receiving reports and monitoring staffing issues.
- Ensuring that all essential duties are carried out and all requisite controls are exercised without unnecessary duplication of effort by staff and governors.
- Monitoring staff stress levels and work/life balance.
- Ensuring staff fully understand their roles and responsibilities, especially in respect of financial management. Ensuring staff are held accountable as per their job descriptions.
- Receiving reports on pupil numbers and staff projections and considering the financial implications for budget.
- Having regard and applying the directions from the National Restructuring of the Workforce Agreement.
- Establishing a committee (as required) to deal with staff grievances, with the power to co-opt governors from the Finance and Staffing Committee to support if required.
- To be informed of the outcome of a staff dismissal hearing in cases of dismissal on grounds of discipline or capability, or due to the enactment of redundancy procedures.

Terms of Reference

1. The committee membership and terms of reference will be reviewed at the first meeting of the LGB held during the autumn term.
2. Adhere to the statutory obligations and best practice as per the Academy Trust Handbook and the school's finance policies (review finance policies annually in conjunction with guidance from the ATB/CEO/Central Team).
3. Provide guidance and assistance to the CEO/head teacher, leadership team and the LGB in all matters relating to budgeting and finance and reporting to the ATB.
4. Adopt Integrated Curriculum Financial Planning (ICFP).
5. Ensure meeting minutes are available to the LGB.
6. Identify priorities for the School Development Plan for budget consideration.
7. Establish formal procedures and a timetable for budget planning (following the ESFA academy finance timeline).
8. Draft proposals on budget expenditure for the LGB (in accordance with their SDP and the statutory curriculum requirements). This must be reported to the CEO and ATB.
9. Ensure that a balanced, sound budget is approved.
10. Monitor the annual budget and ensure the budget is managed effectively (review monthly income and expenditure reports, showing a comparison budget vs actuals and taking remedial action where necessary).

11. Ensure annual accounts are produced in accordance with the requirements of the Companies Act and the DfE/ESFA guidance issued to academies.
12. Decide whether to delegate their powers to spend the delegated budget to the head teacher, if so, they should establish the financial limits of delegated authority (see Scheme of Delegation and finance policies).
13. Establish suitable means for receiving the financial information required for decision-making purposes (subject to system functionality).
14. Ensure that adequate financial records are maintained to provide auditors and inspectors with explanations they consider necessary.
15. Respond promptly to recommendations made by auditors or inspectors.
16. Ensure that the school obtains best value for money when purchasing goods and services.
17. Ensure the Charging and Remissions Policy for the supply of goods and services (plus Lettings Policy) is adhered to.
18. Establish and maintain a Register of Pecuniary/Business Interests of governors and staff who influence financial decisions. This should be open to examination by governors, staff, parents and the DfE/ESFA.
19. Ensure that financial duties of staff are clearly described to avoid potential conflicts.
20. Ensure (in conjunction with the head teacher) that:
 - Salary payments are only made to school employees.
 - Salary payments are made in accordance with appropriate conditions of employment.
 - Salary payments are only made for services provided to the school.
 - Appropriate deductions are made (Tax and NI).
 - Payroll changes are accurately recorded and promptly processed.
 - Consideration is given whether to insure additional risks not covered by existing insurances or DfE assurances, such as cyber cover, pension deficits, etc.
 - The disposal or write-off of stock is authorised.
 - Processes for taking school equipment off site (laptops, etc.) are set.
 - The ESFA's Academy Trust Handbook is adhered to.
 - Codes of conduct are signed and understood/followed.
21. Ensure that internal control requirements are adhered to and documentation is approved.
22. Authorise payments as detailed in the school's finance policy.
23. Review governor expenses and report back to the ATB as required.
24. Review site condition reports and make recommendations on works required in collaboration with the Health and Safety Committee (reporting outcomes to the ATB). Assist with the preparation and implementation of contracts for works arising.
25. Ensure all governors and members of staff involved with finance receive training as appropriate and that it is recorded.

The committee has delegated power to act in all matters as set out above, subject to the ATB and School Scheme of Financial Delegation.

Committee Roles: Head Teacher within the Finance Committee

1. To be responsible to the governors and CEO for the day to day financial management of the school.
2. To implement the Academy Trust Handbook and report to governors on any changes or developments.
3. To ensure regular financial monitoring occurs and audits and records are carried out efficiently and effectively.
4. To be accountable for all school monies, stock and assets.
5. To present monthly finance reports and highlight any issues that might have implications for the school current or future budgets.
6. To discuss short and long term plans and work with the governors to develop appropriate strategic plans.
7. To attend courses to update skills and knowledge.

Committee Roles: Business Manager/Office Manager within the Finance Committee

1. To carry out the administration of the school finances alongside the head teacher.
2. To attend governor finance meetings as appropriate.
3. To issue orders, check and reconcile invoices and expenditure making sure that the proper authorisations and cash handling systems (where applicable) are used.
4. To ensure that the correct income is paid to the school and to ensure that the school makes correct payments by due dates.
5. To check that all governor and staff registers of pecuniary/business interests, the asset register, and equipment taken off site records, are up to date.
6. To attend appropriate courses and training in financial matters.
7. To complete all documentations requested by ESFA and accountants according to academy timelines.

Committee Meetings - Audit Committee (usually combined with Finance & Staffing)

Attendance Policy: A third of the LGB (minimum of four)

Exemptions: The committee should consist of all non-staff governors. The head teacher (Accounting Officer), will not be a member of this committee, but should attend the meetings to discuss agenda items. The chair of this committee must not be the same as the Chair of Governors.

Meeting Frequency: Three times per year (termly). Audit committee meetings are usually held simultaneously with the Finance and Staffing committee meetings.

Quorum: 50% of appointed governors (voting members)

Purpose: To ensure audit controls are robust and adhered to.

Terms of Reference:

The Audit Committee's main responsibility is to ensure that internal financial controls within the school are robust and transparent. The Committee will be required to fulfil four primary roles:

- To review the risks to internal financial control.
- To ensure annual internal audit reports are scrutinised.
- To ensure any action points within the audit report are actioned and monitored.

- To ensure any action points arising from the external audit of the school's accounts are actioned and monitored.
- To ensure internal control reviews are evidenced and provided to the LGB or ATB as required.



Committee Meetings - Safeguarding and Health and Safety

| | |
|---------------------------|--|
| Attendance Policy: | A third of the LGB (minimum of three). |
| Exemptions: | None |
| Meeting Frequency: | Three times per year (termly). |
| Quorum: | 50% of appointed governors (voting members) with a minimum of three. |
| Purpose: | To ensure health and safety controls are robust and adhered to. |

Terms of Reference:

1. To assist the LGB in matters relating to premises, materials, equipment, health and safety and safe guarding issues for all those at the school and employed at the school.
2. To ensure that appropriate first-aid arrangements are in place.
3. To ensure that safeguarding risk assessments are carried out as required by legislation and in accordance with the KCSIE guidance.
4. To receive reports from the head teacher and/or staff on LAC/child protection and safeguarding.
5. To monitor attendance.
6. To review any racist, hate or behaviour incidents within the school.
7. To monitor all risk assessments and oversee the site, buildings and facilities for development and maintenance.
8. To monitor the asset register and security.
9. To contribute and monitor the Business Continuity Plan (BCP).
10. Premises:
 - To review and monitor health & safety, attendance and behaviour policies for the schools.
 - To contribute to, monitor and evaluate the school's Asset Management Plan (AMP) by following the DfE's guidance for Good Estate Management for Schools (GEMS).
 - To ensure value for money in relation to premises related contracts and services. To implement the principles of 'Best Value'.
 - To take reasonable steps to ensure that the school's premises (including grounds), materials and equipment are not a risk to health or safety.
 - To consider the condition of the premises and make recommendations for repairs / renovations / improvements.
 - To ensure that the school complies with all appropriate health and safety legislation.
 - To ensure that the school complies with fire regulations and that evacuation procedures are in place and operating effectively.
 - To ensure that appropriate procedures are in place for routine repair and maintenance of the premises and to authorise expenditure (revenue and capital) within budgets set by the LGB.

- To ensure that security measures are effective and recommend improvements where necessary.
- To consider the detailed design, costs and implementation of major works to the school and/or its grounds (including refurbishment and rebuilding) and make recommendations to the LGB (the LGB may appoint a working party, with a clear, timed remit, from this committee for specific projects).

Premises Officer Role and Responsibilities

1. To keep monthly records of the use of gas, electricity and water.
2. To monitor site security and access, breakages and vandalism and to report regularly to the head teacher on any issues.
3. To ensure the school is clean, tidy and the site is free from litter. Being accountable for materials and equipment as necessary (both storage and safety) and to liaise with local refuse collection.
4. To supervise tradespeople and contractors on site, especially in terms of health and safety.
5. To ensure that all electrical appliances are regularly tested, including Portable Appliance Testing (PAT).
6. To carry out fire drills with the head teacher and maintain appropriate records.
7. To attend the governors Health and Safety Committee as required.
8. To work with governors in conducting a regular site 'walk about' reviewing internal and external maintenance from a health and safety point of view.
9. To manage the rolling programmes for internal and external maintenance of floors, walls, ceilings, windows, water, electricity, gas/oil, grounds, fencing and facilities, etc.
10. To attend training as necessary.



Committee Meetings - Curriculum and Pupil Data

| | |
|---------------------------|---|
| Attendance Policy: | Three (minimum) |
| Exemptions: | None |
| Meeting Frequency: | Three times per year (termly). |
| Quorum: | Three |
| Purpose: | To review curriculum policies and pupil data. |

General business may form a small part of these meetings when an urgent item cannot be held over to the next full LGB meeting.

Terms of Reference

1. To review all curriculum policies, schemes of work and to receive subject reports on a rolling programme.
2. To monitor school standards, draft school targets and receive reports based on data in the National Data documents and other assessments.
3. To monitor pupil achievement, progress, attainment and performance quality throughout the school.
4. To receive reports from the head teacher and staff on the balance, quality and content of the curriculum provision.
5. To receive reports from the head teacher and staff on the organisation of classes and deployment of staff, attitudes and the quality of teaching and learning.
6. To monitor and advise the LGB on curriculum issues, including special educational needs, exclusions, inclusion, disability, race issues, provision for gifted and talented pupils and RSE provision.
7. To be involved with the school cycle for self-evaluation, inspection and school development planning.



Committee Meetings - Pupil Discipline

| | |
|---------------------------|--|
| Attendance Policy: | Three appointed governors |
| Exemptions: | Head teacher and staff are not permitted on the committee, or any governor with prior knowledge of the pupil or the incident. The committee chair has the casting vote. It is recommended that the Chair of Governors is not on this committee as likely to have prior knowledge of the situation. |
| Meeting Frequency: | As required. |
| Quorum: | Three |
| Purpose: | To review pupil discipline appeals |

Terms of reference:

- To consider representations from parents in the case of suspensions of 5 days or less (*committee may not re-instate*).
- To consider representations from parents in the case of suspensions totalling more than 5 but not more than 15 school days in one term (*meeting to be held between 6th and 50th school days after receiving notice of the exclusion*).

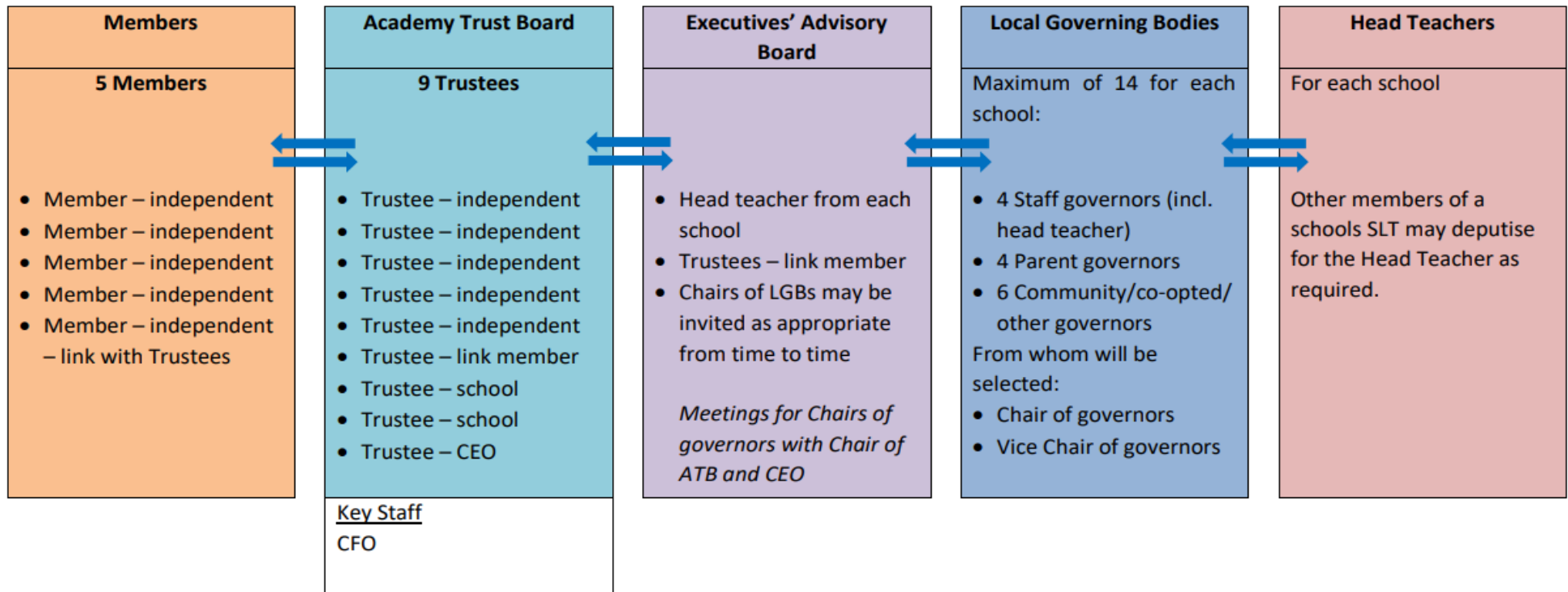
- To consider the appropriateness of any permanent exclusion or any exclusion where one or more fixed period exclusions total more than 15 school days in one term or where a pupil is denied the chance to take a public examination (*meeting to be held between 6th and 15th school days after receiving notice of the exclusion*).
- To ensure that the guidance contained within improving attendance and behaviour documents is practised in the school, with specific reference to the role assigned to the LGB.
- To inform the CEO of any suspensions or exclusions.

Appeals

If an appeals committee is required, then no member of the original hearing can be a member.

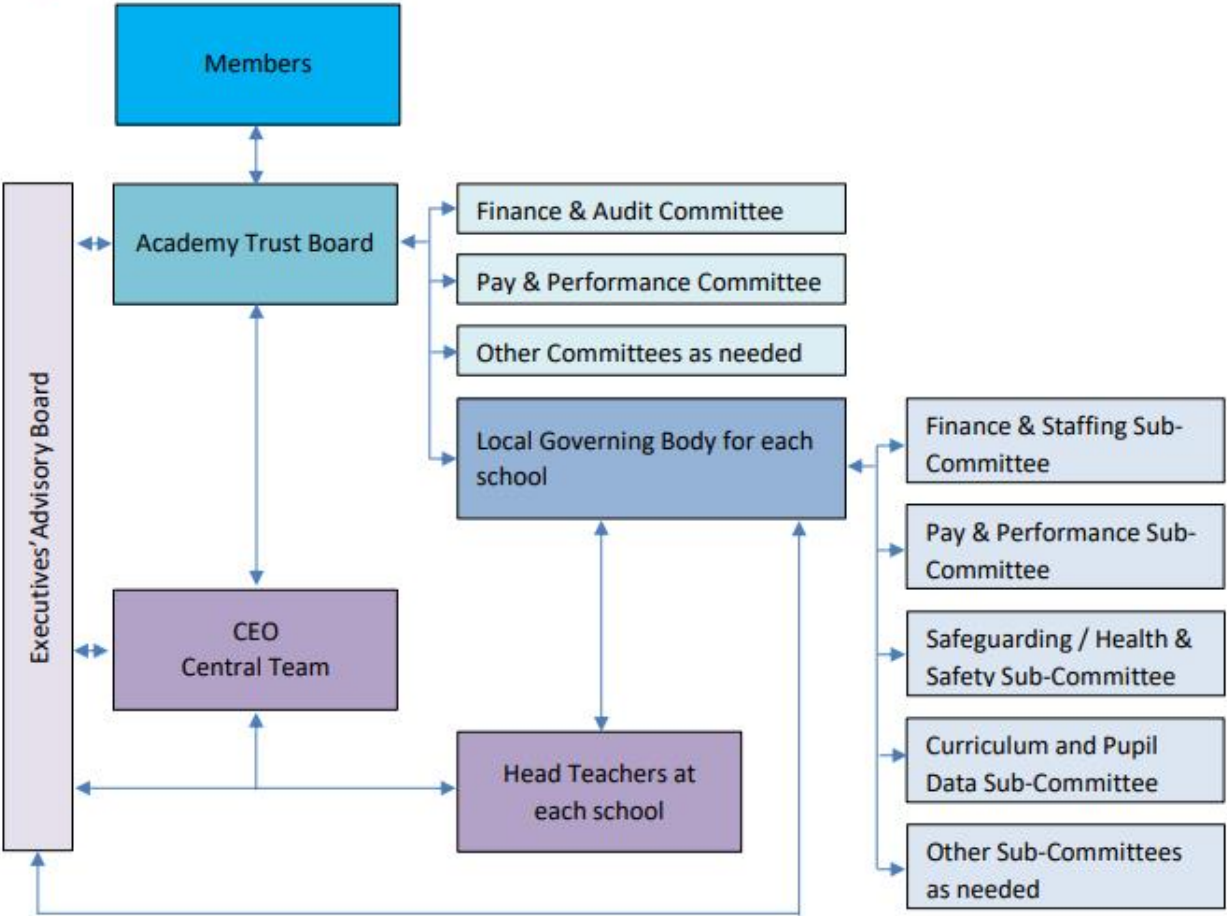
Appendix 1 – OWLS Governance Structure

The OWLS Academy Trust is a charitable voluntary organisation that relies on the valuable input of a considerable number of non-executive volunteers, supported by an experienced team of staff.



CEO for the MAT will present information to the Members once a year at the AGM and as the need arises.
Accountable to Trust.

Organisation Chart



The names of all Members, Trustees and local Governors, together with details of any committees / sub-committees on which they serve are set out on the Trust website (Members and Trustees) and each school's website (Governors).

Appendix 2 – Member and Trustee Details and Roles

Members:

| No | Name | Contact Details | Specific Role |
|----|----------------|--------------------|---------------|
| 1 | Chris Garner | Via the OWLS Trust | |
| 2 | Margaret James | Via the OWLS Trust | Link |
| 3 | Stephen Mallon | Via the OWLS Trust | |
| 4 | Helen Tait | Via the OWLS Trust | |
| 5 | Rohit Gohil | Via the OWLS Trust | |

Trustees:

| No | Name | Contact Details | Specific Role |
|-----------|-----------------|--------------------------------|-------------------------|
| 1 | Jonathan Tedds | jtedds@owlsacademytrust.co.uk | Chair |
| 2 | Osiur Rahman | orahman@owlsacademytrust.co.uk | Safeguarding |
| 3 | Keri Harvey | kharvey@owlsacademytrust.co.uk | |
| 4 | Margaret James | mjames@owlsacademytrust.co.uk | Link & SEND |
| 5 | Fiona Weston | fweston@owlsacademytrust.co.uk | |
| 6 | Kelly Clarke | kclarke@owlsacademytrust.co.uk | Wellbeing |
| 7 | Peter Merry | ceo@owlsacademytrust.co.uk | Trust CEO |
| 8 | Vacancy | TBC@owlsacademytrust.co.uk | |
| 9 | Vacancy | TBC@owlsacademytrust.co.uk | |
| Key Staff | Kirsten McLaren | cfo@owlsacademytrust.co.uk | (CFO) & HR *Non-Voting* |

Appendix 2 – Local Governing Board Details and Roles

Governors

| No | Name | Contact Details | Specific Roles/Committees |
|----|-------------------|--|---|
| 1 | Michelle Plumtree | mplumtree2@glenmere.leics.sch.uk | Parent - Financing, Staffing and Audit, Pay and Performance Chair |
| 2 | Tim Gilbert | tgilbert3@glenmere.leics.sch.uk | Co-opted - Pay and Performance Appeals Vice Chair |
| 3 | Peter Harvey | pharvey3@glenmere.leics.sch.uk | Co-opted - Safeguarding and Health and Safety, Pupil Discipline and exclusions |
| 4 | Janine O'Brien | GObrien@glenmere.leics.sch.uk | Co-opted – Financing, Staffing and Audit, Pay and Performance, Safeguarding and Health and Safety |
| 5 | Matt MacDiarmid | mmacdiarmid@glenmere.leics.sch.uk | Co-opted – Curriculum and Pupil Data |
| 6 | Jonathan Davies | jdavies@glenmere.leics.sch.uk | Parent - Safeguarding and Health and Safety, Pupil Discipline/exclusions |
| 7 | Andrew Jones | ajones@glenmere.leics.sch.uk | Parent -Appeals, Curriculum and Pupil Data, Pupil Discipline/exclusions |
| 8 | Sally Weston | sweston@glenmere.leics.sch.uk | Parent - Financing, Staffing and Audit, Pay and Performance, Curriculum and Pupil Data |
| 9 | Emma Carton | ecarton2@glenmere.leics.sch.uk | Staff - Curriculum and Pupil Data |
| 10 | Tami Dorrington | tdorrington1@glenmere.leics.sch.uk | Staff - Financing, Staffing and Audit |
| 11 | Kris Dixon | kdixon@glenmere.leics.sch.uk | Staff - Safeguarding and Health and Safety |
| 12 | Sam Conlon | headteacher@glenmere.net | Headteacher |

Committee: Finance, Staffing & Audit

| No | Name | Contact Details |
|----|---------------------------|--|
| 1 | Sam Conlon | headteacher@glenmere.net |
| 2 | Michelle Plumtree | mplumtree2@glenmere.leics.sch.uk |
| 3 | Sally Weston (Vice Chair) | sweston@glenmere.leics.sch.uk |
| 4 | Tami Dorrington | tdorrington1@glenmere.leics.sch.uk |
| 5 | Janine O'Brien (Chair) | GObrien@glenmere.leics.sch.uk |

Committee: Pay and Performance

| No | Name | Contact Details |
|----|-------------------|--|
| 1 | Janine O'Brien | GObrien@glenmere.leics.sch.uk |
| 2 | Michelle Plumtree | mplumtree2@glenmere.leics.sch.uk |
| 3 | Sally Weston | sweston@glenmere.leics.sch.uk |

Committee: Pay & Performance Appeals

| No | Name | Contact Details |
|----|--------------|--|
| 1 | Tim Gilbert | tgilbert3@glenmere.leics.sch.uk |
| 2 | Peter Harvey | pharvey3@glenmere.leics.sch.uk |
| 3 | Andrew Jones | ajones@glenmere.leics.sch.uk |

Committee: Safeguarding & Health & Safety

| No | Name | Contact Details |
|----|----------------------|--|
| 1 | Sam Conlon | headteacher@glenmere.net |
| 2 | Peter Harvey (Chair) | pharvey3@glenmere.leics.sch.uk |
| 3 | Janine O'Brien | GObrien@glenmere.leics.sch.uk |
| | Kris Dixon | kdixon@glenmere.leics.sch.uk |
| | Jonathan Davies | jdavies@glenmere.leics.sch.uk |
| | Graham Whitmore | Premise officer will always attend this meeting – non voting |

Committee: Curriculum & Pupil Data

| No | Name | Contact Details |
|----|----------------------|--|
| 1 | Sam Conlon | headteacher@glenmere.net |
| 2 | Emma Carton | ecarton2@glenmere.leics.sch.uk |
| | Sally Weston (Chair) | sweston@glenmere.leics.sch.uk |
| | Matt MacDiarmid | mmacdiarmid@glenmere.leics.sch.uk |
| | Andrew Jones | ajones@glenmere.leics.sch.uk |

Committee: Pupil Discipline/exclusions

| No | Name | Contact Details |
|----|-----------------|--|
| 1 | Jonathan Davies | jdavies@glenmere.leics.sch.uk |
| 2 | Peter Harvey | pharvey3@glenmere.leics.sch.uk |
| 3 | Andrew Jones | ajones@glenmere.leics.sch.uk |

Committee: [Enter Name or Delete]

| No | Name | Contact Details |
|----|------|-------------------|
| 1 | | Email recommended |
| 2 | | Email recommended |
| 3 | | Email recommended |

Clerk to Governors

| Name | Email | Telephone |
|--------------------|--|--------------|
| Christine Greenall | Christine@syzygyleisure.co.uk | 0116 2882228 |

School Contact Details

| Name | Address | Telephone |
|------|---------|-----------|
|------|---------|-----------|

| | | |
|--|--|---------------|
| Glenmere Primary School | Estoril Avenue Wigston Leicester LE18 3 RD | 0116 288 2228 |
| Email | | |
| office@glenmere.net | | |

Appendix 3 – Areas of Responsibility

| Area of Responsibility | Governor | Responsible Staff Member |
|-------------------------------|-------------------|----------------------------|
| Art | Jonathan Davies | Gabbi Podgers |
| Assessment and Standards | Andrew Jones | Sam Conlon |
| Attendance | Michelle Plumtree | Sam Conlon |
| Data Protection | Michelle Plumtree | Helen Conway |
| Design and Technology | Janine O’Brien | Molly Pickering |
| Disadvantaged / Pupil Premium | Michelle Plumtree | Sam Conlon |
| English | Andrew Jones | Emma Carton |
| EYFS | Tim Gilbert | Gabbi Podgers/Fiona McEwan |
| Geography | Kris Dixon | Fiona McEwan |
| Health and Safety | Jonathan Davies | Helen Conway |
| History | Tami Dorrington | Emma Carton |
| ICT and Computing | Emma Carton | Rea Siddons |
| Modern Languages | Sally Weston | Xochitl Quinonez |
| Maths | Tim Gilbert | Ghislaine Pell |
| Music | Peter Harvey | Tami Dorrington |
| PE & Sports Grants | Janine O’Brien | Tash Hartley |
| PSHE Education and RSE | Matt MacDiarmid | Rea Siddons |
| RE | Matt MacDiarmid | Rea Siddons |

| | | |
|---------------------------------------|--|-----------------|
| S.E.N.D | Matt MacDiarmid | Tami Dorrington |
| Safeguarding/Filtering and monitoring | Andrew Jones | Sam Conlon |
| Science | Sally Weston | Tami Dorrington |
| Wellbeing Governors Termly Checks | Tim for the headteacher Matt for Deputy (Tami) Sally for dinner staff Peter Harvey for staff Matt for office and premise staff Sally for senior leader (Emma) | Sam Conlon |

Appendix 4 – Governor Monitoring and Evaluation Timetable

| Focus Area | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Attendance | | | | | | | | | | | |
| Curriculum | | | | | | | | | | | |
| Finance | | | | | | | | | | | |
| Health & Safety | | | | | | | | | | | |
| Parental Engagement | | | | | | | | | | | |
| PP/Disadvantaged Pupils | | | | | | | | | | | |
| Safeguarding | | | | | | | | | | | |
| SDP | | | | | | | | | | | |
| SEND | | | | | | | | | | | |
| Staff Wellbeing | | | | | | | | | | | |
| [Enter Additional] | | | | | | | | | | | |
| [Enter Additional] | | | | | | | | | | | |
| [Enter Additional] | | | | | | | | | | | |

Appendix 5 – Governor Code of Conduct

Please refer to the “Academy Trust Local Governing Board Code of Conduct” which is available from the OWLS Trust Sharepoint information hub.

Appendix 6 – Trust Meeting Dates

| | | | | | | |
|--|-----------|------|--------|------------------|-----------------------------------|---------------------------------|
| AGM | January | 2024 | Monday | 15 th | 6.00pm | New Lubbesthorpe Primary School |
| Trust Meetings | November | 2023 | Monday | 27 th | 6.00pm | New Lubbesthorpe Primary School |
| | March | 2024 | Monday | 4 th | 6.00pm | New Lubbesthorpe Primary School |
| | July | 2024 | Monday | 1 st | 6.00pm (Trustee's/Accountants) | New Lubbesthorpe Primary School |
| Trust Finance & Audit Meeting | September | 2023 | Friday | 22 nd | 9:30am | New Lubbesthorpe Primary School |
| | November | 2023 | Friday | 17 th | 9:30am | New Lubbesthorpe Primary School |
| | February | 2024 | Friday | 2 nd | 9:30am | New Lubbesthorpe Primary School |
| | March | 2024 | Friday | 22 nd | 9:30am | New Lubbesthorpe Primary School |
| | May | 2024 | Friday | 17 th | 9:30am | New Lubbesthorpe Primary School |
| | June | 2024 | Friday | 14 th | 9:30am | New Lubbesthorpe Primary School |

| | Full Governors Meeting | Finance / Audit / Staffing | Curriculum & Pupil Data | Safeguarding / Health & Safety |
|-----------------------|---|---|--|---|
| Fernvale | Tuesday 19 th September 2023 6pm Tuesday 6 th Feb 2024 – 6pm Tuesday 25 th June 2024 – 6pm | Thursday 26 th October 2023 6.00pm Thursday 25 th January 2024 6.00pm Thursday, 16 th May 2024 6.00pm | Tuesday 26 th September 2023 5pm Tuesday 16 th January 2024 5pm Tuesday, 18 th June 2024 5pm | Thursday 26 th October 2023 7.30pm Thursday 25 th January 2024 7.30pm Thursday, 16 th May 2024 7.30pm |
| Hinckley Parks | Tuesday September 26 th 2023 – 5pm Thursday March 7 th 2024– 5pm Wednesday June 19 th 2023 – 5pm | Wednesday, September 13 th , 2023 6pm Wednesday, January 17 th , 2024 5pm Wednesday June 5 th , 2024 6pm | Tuesday September 5 th , 2023 4.30pm Tuesday January 9 th , 2024 4.30pm Tuesday June 4 th , 2024 4.30pm | Wednesday September 13 th , 2023 5pm Wednesday January 17 th , 2024 6pm Wednesday June 5 th , 2024 5pm |
| Hollycroft | Monday 18 th September 2023 at 5pm Monday 12 th February 2024 at 5pm Monday 17 th June 2024 | Monday 18 th September at 5pm Monday 12 th February at 5pm Monday 17 th June | Monday 18 th September at 5pm Monday 12 th February at 5pm Monday 17 th June | Monday 18 th September at 5pm Monday 12 th February at 5pm Monday 17 th June |
| Langmoor | Monday 25 September 2023 at 6pm Monday 26 Feb 2024 at 6pm Mon 24 th June 2024 at 6pm | Thursday 14 th September 2023 at 5.30pm Thursday 8 th Feb 2024 at 5.30pm Thursday 6 th June 2024 at 5.30pm | Wednesday 13 th September 2023 5pm Wednesday 31 st Jan 2024 at 5pm Weds 5 th June 2024 at 5pm | Wednesday 13 th September 2023 4pm Weds 31 st Jan 2024 at 4pm Wednesday 5 th June 2024 at 4pm |

| | | | | |
|--------------------------------|---|--|--|--|
| <p>Little Hill</p> | <p>Monday 9th October, 2023 6pm Monday 4th December 23, 6pm Monday, 18th March 2023 6pm Monday, 17th June 2023 6pm</p> | <p>Thursday 26th October 2023 9.30am Thursday 14th March 2024 9.30am Thursday 16th May 2024 9.30am</p> | <p>Monday 2nd October 2023 6pm Monday 13th November 2023 6pm Monday 5th Feb 2023 6pm Monday 13th May 2023 6pm</p> | <p>Thursday 26th October 2023 10.30am Thursday 14th March 2024 10.30am Thursday 16th May 2023 10.30am</p> |
| <p>New Lubbesthorpe</p> | <p>Thursday 5th October 2023 – 6pm Wednesday February 14th 2024 – 6pm Wednesday June 26th 2024 – 6pm</p> | <p>Wednesday October 25th 2023 5.00pm Wednesday, January 17th, 2024 5.00pm Wednesday, May 15th, 2024 5.00pm</p> | <p>Wednesday, September 13th, 2023 5pm Monday 22nd January 2024 5pm Wednesday, June 5th, 2024 5pm</p> | <p>Wednesday, September 13th, 2024 6pm Monday, January 22nd 2024 6pm Wednesday, June 5th, 2024 6pm</p> |
| <p>Ravenhurst</p> | <p>5th September 2023 – 5pm 19th September @4.15pm 19th March 2024 - 5pm 2nd July 2024 @5pm</p> | <p>24th October 2023 6pm 30th January 5pm 21st May 5pm</p> | <p>21st November @5pm 8th February 2023 – 6pm (focus of FGB) 2nd July 2024 5pm</p> | <p>24th October 2023 5pm 30th January 6pm 21st May 5pm</p> |

Appendix 7 – School Governor Meeting Dates

| School Governor Meeting Dates | | | |
|--|-------------------|------------|---------------------------------|
| Meeting | Start Time | Day | Date |
| Full Governors Meetings | 6pm | Thursday | 12 th October 2023 |
| | 6pm | Thursday | 7 th March 2024 |
| | 6pm | Thursday | 13 th June 2024 |
| | | | |
| Finance/Audit/ Staffing | 6pm | Thursday | 21 st September 2023 |
| | 6pm | Thursday | 8 th February 2024 |
| | 6pm | Thursday | 23 rd May 2024 |
| | | | |
| Safeguarding / Health & Safety | 9am | Thursday | 21 st September 2023 |
| | 9am | Thursday | 18 th January 2024 |
| | 9am | Thursday | 6 th June 2024 |
| | | | |
| Curriculum and Pupil Data | 5pm | Thursday | 21 st September 2023 |
| | 5pm | Thursday | 18 th January 2024 |
| | 5pm | Thursday | 6 th June 2024 |
| | | | |
| Pay and Performance (same day as first finance meeting) | 7pm | Thursday | 21 st September 2023 |

Appendix 8 – School Specific Additional Terms of Reference

Full LGB Meetings Terms of Reference

| Item | Description |
|------|-------------|
| | |
| | |
| | |
| | |

Committee: Finance and Staffing Terms of Reference

| Item | Description |
|------|-------------|
| | |
| | |
| | |
| | |

Committee: Pay and Performance Terms of Reference

| Item | Description |
|------|-------------|
| | |
| | |
| | |
| | |

Committee: Safeguarding/Health and Safety Terms of Reference

| Item | Description |
|------|-------------|
| | |
| | |
| | |
| | |

Committee: Curriculum and Pupil Data Terms of Reference

| Item | Description |
|------|-------------|
| | |
| | |
| | |
| | |

Committee: Pupil Discipline Terms of Reference

| Item | Description |
|------|-------------|
| | |
| | |
| | |
| | |

Committee: [Enter Name Here] Terms of Reference

| Item | Description |
|------|-------------|
| | |
| | |
| | |
| | |

Appendix 9 – Governor Training Feedback Form

| | |
|--|--|
| Name of Governor | |
| Course Date | |
| Course Title | |
| Course outline | |
| Learning points | |
| Feedback for governors (new legislation/research) | |
| Queries arising from training | |
| Actions arising from training | |

Appendix 10 – Governor Monitoring Visits Guidance

To govern a school effectively you need to understand how it works. A study of outstanding governing bodies carried out by Ofsted in 2011 (*School Governors: Learning from the best*) found that:

“Governors routinely attend lessons to gather information about the school at work. All the governors who were interviewed visit their schools regularly and talk with staff, pupils and parents. Clear protocols for visits ensure that the purpose is understood by school staff and governors alike. Alongside the information they are given about the school, these protocols help them to make informed decisions, ask searching questions and provide meaningful support.”

Governor School Visits

The purpose is to:

- Build an effective working relationship with staff and provide an understanding of what they do inside and outside the classroom.
- Gain a better understanding of the context in which staff work.
- Generate evidence to assist the LGB to evaluate the school’s performance.
- To adhere to a pre-determined plan, as per the terms of reference for the relevant committee the governor is acting on behalf of (i.e. health and safety, curriculum, etc).
- Monitor specific priorities from the School Development Plan.
- Ensure policies and procedures are working in practice (health and safety, safeguarding, etc.).
- Increase staff understanding of the role and work of the governing body.
- Educate governors about the challenges faced within a school to enable them to make meaningful and strategic decisions.
- Provide a report for the LGB on experiences and findings following a visit (Appendix 11: Governing Monitoring Visit Report Form).

Governor visits are not for:

- Making judgements on the quality of individual teachers’ work (this is the headteacher’s responsibility).
- Checking on the progress of individual children.
- Entering the school without prior approval from the head teacher.
- Pursuing personal agendas.

Focus of Visits

- To adhere to a plan which details the requirements of each governor visit. This should include who is attending, when and areas to be monitored.
- To follow the requirements of the School Development Plan and associated policies.
- The aim should be a minimum of one visit per governor per year (some may do more).
- Visits may be conducted in pairs (i.e. an inexperienced governor may choose to attend with an experienced governor).
- ‘Governors’ Days’ may be arranged for the governing body to visit the school and observe different activities.

Conduct of Visits

Governors are expected to:

- Be courteous and considerate when organising and conducting a visit.
- Respect the professional roles of the headteacher and staff.
- Confirm with the headteacher the date, timings and focus of each visit at least one week in advance.
- Agree what will be observed and to whom it would be useful to talk.
- Be prepared by reading any relevant documentation or guidance.
- Be sensitive to issues relating to confidentiality (e.g. you should not expect to study data about specific named children).
- Be fully mindful of, and committed to, absolute confidentiality in circumstances where pupil or staff data cannot be redacted (in particular relating to vulnerable, underperforming, SEN or looked after children).
- Consider any questions in advance to gauge the school's strengths and development areas (consider what evidence is required).
- Discuss observations or concerns with staff and clarify any uncertainties (please avoid using the term "feedback" as that occurs following a formal lesson observation).
- Jointly agree key points to report to the LGB with staff and head teacher.
- At the end of the school year/beginning of new year, provide input into the effectiveness of governor visits and gain views of school staff on what was beneficial and what improvements could be made.

Staff are expected to:

- Be courteous and considerate, recognising the contribution the governing body makes to the school.
- Make practical suggestions on the organisation of governors' visits to ensure that they are productive and enjoyable.
- Identify evidence that could be shared with governors.
- Be proactive (where practical) in fostering working relationships (e.g. inviting their link governor to relevant staff meetings and training sessions).

Appendix 11 – Governor Monitoring Visits Report Form

| | |
|-----------------------------|--|
| Name of Governor | |
| Visit Date | |
| Staff Visited | |
| Visit Focus | |
| | <i>Link to the School Development Plan and/or Governor Monitoring Plan</i> |
| Routine Priorities | |
| | <i>The following priorities need to be considered during each visit:</i> |
| | <input type="checkbox"/> <i>Assess pupils' attitudes to learning, behaviour and discipline</i> |
| | <input type="checkbox"/> <i>Monitor whether the Trust and school visions are adhered to</i> |
| | <input type="checkbox"/> <i>Observe the culture within the school</i> |
| | <input type="checkbox"/> <i>Evaluate staff wellbeing</i> |
| | <input type="checkbox"/> <i>Consider any pupil feedback</i> |
| | <input type="checkbox"/> <i>Review any parent feedback</i> |
| Questions for Staff | |
| | <i>Link to the School Development Plan and/or Governor Monitoring Plan</i> |
| Questions for Pupils | |
| | <i>Link to the School Development Plan and/or Governor Monitoring Plan</i> |

Additional Questions

Governor's Report

Detail:

- Observations*
- SDP/Policies reviewed*
- Topics discussed*
- Duration of visit*
- Learning points*
- Clarification points*
- Concerns or issues raised*
- Any other points to note*

Key Issues for Governing Body

E.g. how resources are allocated, progress in implementing policies, evidence of the governing body's impact on pupils' achievement.