



Governing Body Terms of Reference

(Version 4)

Related Documents:

1. Lostock Hall Academy Trust: Memorandum and Articles of Association.
2. Department for Education: Governors' Handbook.
3. Charity Commission: The Essential Trustee – What You Need to Know.
4. National College for Teaching and Leadership: Leading Governors – The Role of the Chair of Governors in Schools and Academies.
5. Companies House: Directors and Secretaries

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Version History

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2.0	25.09.2014	Complete re-write
2.1	17.09.2015	1.3.4 – documents to be circulated in paper format 1.3.5 – cluster training added 2.1 – removal of reference to Standards and Effectiveness Committee (SEC) 2.3.4 – removal of terms of reference for the SEC 2.4.1 bullet point 5 – removal of referral of pay decision to the Performance Related Pay Committee 3.11.3 – link governor visits twice per year Appendix B – removal of SEC
2.2	20.10.2015	All references to Pupil and Staff Welfare Committee amended to Student and Staff Welfare Committee All references to pupil changed to student, where appropriate
3.0	14.09.16	Amendments made in line with the new Ofsted framework. Responsibilities of GB reworded in line with the current government's proposals. Review of committee functions. Addition of the terms of reference for the Staffing Review Committee.
4.0		Changed header to new logo. Amended Headteacher to Principal. Amended school development plan to academy development plan. Appendix C - updated to reflect faculty model.

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Section 1 - General

1.1 Introduction

The aim of this document is to give Members of the Academy Trust, Governors, staff and parents/carers an indication of how the Members of the Academy Trust and Governors at Lostock Hall Academy hope to fulfil their responsibilities to the school. It is NOT a summary of their legal responsibilities, which are laid down in the Governance Handbook, as published by the Department for Education.

It identifies the Terms of Reference of committees and any working parties that have been established and lists any special responsibilities for individual Governors, with suggestions how they might carry them out. In general, committees are delegated to make and take decisions on behalf of the Governing Body whereas working parties are expected to meet to make recommendations to a full Governing Body meeting.

The Governing Body manages the Academy on behalf of the Members of the Academy Trust. The key responsibilities are to:

- Ensure that the vision, ethos and strategic direction are clear.
- Hold the Principal to account for the educational performance of the academy and its students, and performance and management of staff.
- Oversee the financial performance of the academy and making sure that its money is well spent; and
- Ensure that the governing body listens to the views and needs of all parents/carers to inform the Governing Body's decisions.

1.2 The Academy Trust

Lostock Hall Academy was established as an Academy Trust on 1 August 2011, converting from Lostock Hall Community High School under the Academies Act 2010. The Academy Trust is a company limited by guarantee and an exempt charity. The company's Memorandum and Articles of Association is the primary governing document of the Academy Trust.

1.2.1 Membership of the Trust

The Academy Trust consists of:

- Chair of Governors
- Vice-chair of Governors
- Chair of Finance and Staffing Committee
- Chair of Academic Achievement and Student Welfare Committee
- Principal
- 1 non Governing Body Member

1.2.2 The Role of Members of the Academy Trust

The Members have accountability for ensuring that the Academy Trust meets the stated purpose for which it exists as set out in the Memorandum and Articles of Association. They expect to meet formally once each year at an Annual General Meeting. The main purpose of this meeting is to receive the Trust's accounts.

1.3 The Governing Body

1.3.1 Membership of the Governing Body

The constitution of the Governing Body is set out in the Memorandum and Articles of Association. It consists of 20 members as follows:

- Up to 10 Community Governors
- 6 Parent Governors
- Up to 3 Staff Governors
- 1 Principal (ex officio)

Community Governors will be appointed on a skills basis to complement the existing Governing Body and to meet any identified skills gaps. Recruitment may be dealt with in any or all of the following ways:

- retaining the valuable skills of a no longer eligible Parent Governor;
- Academy Newsletter;
- Inspiring Governance Alliance (NGA and Academy Ambassadors) and/or
- direct approach to an organisation or individual who may provide the required skills.

Parent Governors will be appointed on the same basis as is currently in place for maintained schools, following the procedures as set out in the Governors Guide to the Law.

Staff Governors will be appointed on the basis of self-nominations from staff and, if necessary, an election process.

No person, who is, or who becomes disqualified from being a governor in accordance with the School Governance (Constitution) Regulations 2012 or who is disqualified from being a company director may continue or accept the position of governor or trust member.

1.3.2 The Role of Governors

The Governors are the Directors of the charitable company for the purposes of company law and act as Trustees for the purposes of charities legislation. Governors as Directors are responsible for the vision and formulation of policy, financial management, and holding the school to account for the delivery of the academy's objectives. The responsibilities of Governors as Directors and Trustees is determined by statute.

Governors will normally meet as a Governing Body at least once each term. The Governing Body's main focus will be on maintaining and improving the high standards of education and behaviour in the school; monitoring its performance and providing challenge; overseeing the school's financial and property management; employment of all staff on behalf of the Trust. Their focus is a strategic role and they have no involvement in operational matters which is the responsibility of the Principal and staff. Governors provide robust challenge, they set the direction and the strategy of the school and hold the Principal and Senior Leadership Team to account, whilst listening to and respecting the views of others.

Governors will be expected to:

- set the general strategy and vision of the Academy, its aims and aspirations, helping to maintain the ethos of the Academy;
- hold the Principal to account;
- be advocates and ambassadors for the Academy;
- agree a budget annually and remain well briefed on the Academy's financial position;
- agree annually an Academy development plan. Oversee the curriculum and agree any significant changes to the broad, balanced and relevant curriculum offered;
- set appropriate targets for the Academy;
- agree staffing numbers and take part in the appointment of senior staff, as appropriate;
- ensure that, Agendas, papers and Minutes of Governing Body meetings are publicly available on request. regularly attend meetings of committees (or working parties), as agreed and commit to playing an active part in the one Academy team;
- Commit to effective induction and ongoing development and to getting to know the Academy well;
- take a particular interest in one or more faculties/subjects in the Academy in order to challenge and support, if necessary, taking a strategic view of the annual Faculty Review;
- declare any pecuniary interest in any item under discussion – and withdraw from active participation in any decision-making regarding this item;
- help determine the Agenda by speaking with the Chair/Clerk to Governors to raise items **at least** two weeks before meetings. Any items of other business should only be raised in unforeseen circumstances and this is by consent following a discussion with the Chair of the committee meeting;
- ensure that the Principal has appropriate, challenging and regular performance management reviews;
- ensure that student, staff and parental/carer views are considered (For example, this could be via the Friends of the Academy Group and periodic questionnaires); determine the Admission Number, the Admissions Policy and Oversubscription Policy;
- agree the appeals process for admissions;

- determine, implement and review a staff Pay Policy, including performance related pay;
- agree and monitor a Policy on Child Protection and Safeguarding;
- institute a fair exclusions procedure and an appeal process;
- ensure that documents are prepared for an Annual General Meeting of the Trust Members;
- ensure that the Annual Report and Financial Statements are prepared and appropriately audited;
- ensure that all financial and other documents which may be required by the Department for Education are prepared and returned efficiently and punctually;
- approve, monitor and evaluate educational /off site visits and
- review all key school policies and be informed of any significant changes to operational Policies.

Note: Details of the key Policies are contained in the DfE document 'Statutory Policies for Schools' which is available on the Governing Body's secure web page on the Academy's website.

It is vitally important that the Principal is held to account. As an Academy, the school is independent of the Local Authority and there is no safety net other than the Governing Body. Governors will need to ask probing questions of the Principal and obtain professional help in the Principal's performance management. Governors must also ensure that the Senior Leadership Team are all appropriately challenged by the Principal and that they have robust and challenging performance management reviews.

1.3.3 Election of Chair and Vice Chair

Every year at the final meeting of the academic year in the Summer Term the Governing Body will elect a Chair and Vice for the following academic year. The election will be in accordance with the procedure set out in Appendix A.

1.3.4 Full Governing Body Meetings

At least one, full Governing Body meeting is held each term. The quorum for these meetings will be one third of the current membership. They are normally held in the school for a duration of a maximum of 3 hours. Regular CPD events are held at the start of the meeting. All Governors are expected to attend, but if they are unable to attend a particular meeting they should inform the Chair/Clerk, who will present their apologies for consideration at the meeting. The Agenda and papers relevant to the meeting will be sent by email from the Clerk to Governors up to two weeks prior to the meeting. Governors must read all the documentation prior to the meeting and come to it prepared with any questions or comments.

Governing Body meetings are normally also attended by members of the Senior Leadership Team who may take part in any discussions, but do not have voting rights. Members of the Academy Trust who are not governors are welcome to attend and contribute, but do not have a vote. When appropriate, the Principal/Chair may invite other members of staff or representatives from other organisations to attend part of the meeting. The invited guest(s) will not have any voting rights.

The details of voting rights are set out in the Memorandum and Articles of Association.

The following items must be considered by the full Governing Body and cannot be delegated to a committee for approval:

- constitutional matters;
- appointment, suspension or removal of governors;
- appointment, suspension or removal of the Chair and Vice-Chair;
- appointment or removal of the Clerk;
- establishing committees of the Governing Body and their terms of reference;
- determination of matters to be delegated to committees of the Governing Body;
- approval of the School Budget and
- appointment of the Principal and any Vice Principals.

1.3.5 Training

In order to fulfil their responsibilities Governors will need to participate in formal training in addition to personally developing their knowledge of educational matters. This training may include any of the following forms:

- individual or school based training courses provided by the local authority;
- cluster training;
- learning link (e-training);
- observation and sharing of good practice with other governing bodies;
- in-house training and
- relevant reading and/or research

Section 2 – Committees

2.1 Introduction

In order to effectively carry out its role the Governing Body's functions will be considered, where appropriate, by two primary committees:

- Academic Achievement and Student Welfare;
- Finance and Staffing.

A summary of the primary committee structure and areas of responsibility is included in Appendix B.

In addition, 2 further secondary committees will also be convened during the year:

- Principal's Performance Management Committee;
- Performance Related Pay Committee.

A number of other ad hoc committees will be convened, as circumstances require:

- Staffing Review Committee;
- Appeals Committee;
- Complaints Committee;
- Disciplinary and Dismissal Committee;
- Grievance Committee and
- Student Discipline Committee.

It may also be necessary from time to time to establish working parties to consider specific matters that may arise. The difference between a committee and a working party is that committees are empowered to make decisions on behalf of the Governing Body whereas working parties make recommendations to the Governing Body. Committees report their decisions and working parties their recommendations to the next full Governing Body meeting.

Membership of committees and working parties shall be firstly determined by governors skills and secondly by choice. Governors are expected to be a member of at least one of the two main committees. Ad hoc committees and working parties are formed as and when required.

2.2 Terms Applying to All Committees

Membership of all committees must be at least 3 members of the Governing Body and at least 3 members must attend for the meetings to be quorate. Each committee should elect a Chair, Vice chair and Clerk at the first meeting of the academic year which is held in the Autumn term.

Each of the primary committees will meet at least once each term. The meetings will be minuted and the approved minutes will be uploaded onto the secure Governors web page on the Academy site. Appropriate records will be kept of the meetings of both secondary committees and minutes will be taken at all ad hoc committee meetings. The records and minutes for secondary and ad hoc committees will not be circulated to the Governing Body beyond the committee due to their confidentiality, unless they form part of the evidence for an appeal hearing.

2.3 Primary Committees

2.3.1 Academic Achievement and Student Welfare Committee

The main purpose of this committee is to review the curriculum provision, academic achievements and welfare provision for students. It will include oversight of staff CPD and reports from the Link Governors. Members will need to have an awareness of current curriculum provision and national trends. Members should also be aware of key educational performance indicators and be able to interpret data on achievement. It will also include: child protection; pastoral care; attendance; behaviour; admissions and exclusions in respect of students; and the health and wellbeing of students; equality and accessibility for all. The Child Protection, Disadvantaged Students and SEND link governors should be members of this committee.

The responsibilities of this committee include:

- evaluation if impact of educational visits AGT online safety;
- consideration of the academic curriculum being taught at the academy to offer the best potential outcomes for students including the impact of the extended curriculum e.g. educational visits;
- reviewing and monitoring progress towards the targets set in accordance with current DfE requirements;
- evaluating academic outcomes, including against the schools targets, past performance and national comparisons;
- establishing explanations should outcomes fall short of those achievable and overseeing action taken to address the issues;
- ensuring equal opportunities for all students;
- consideration of the curriculum reports from link governors;
- monitoring the impact of additional funding to support and improve the personal development of disadvantaged students;
- monitoring the impact of SEND provision in maximising outcomes for students; GRPS solution AGT
- monitoring and impact of identified groups ie. Boys, AGT;
- evaluating the quality of teaching and learning;
- monitoring measures taken to improve the quality of teaching and learning and reviewing CPD undertaken by staff and to ensure that it has effective impact and is 'value for money';
- consideration of the contribution of homework to academic achievement;
- ensuring that any matters that have significant financial implications are referred to the Finance and Staffing Committee;
- reviewing safeguarding procedures in the Academy to ensure they meet legal requirements and are effective at keeping children safe including online safety;
- reviewing the Child Protection Policy and recommending its approval to the full Governing Body;
- reviewing the pastoral care system within the Academy to monitor its effectiveness in promoting child development;
- reviewing procedures for maximising attendance and ensuring that poor attendance is effectively addressed;
- monitoring the systems in place at the Academy to promote and reward good behaviour, and to manage and address poor behaviour;
- reviewing the procedures and policies for dealing with admissions and appeals, and recommending the Admissions Policy for approval by the full Governing Body;
- monitoring the impact of in-year admissions;
- monitoring the level of exclusions and reviewing action taken to reduce exclusions and to identify and respond to data that indicates an undesirable trend and
- ensuring that the Academy is meeting all requirements for equality, diversity and inclusion of all students.
- Student voice activities and evaluation
- Monitoring of parental engagement
- Evaluation and impact of educational visits
- Wellbeing
- Parental engagement – student voice activities & communication

2.3.2 Finance and Staffing Committee

The main purpose of this committee is to review the management of all aspects of the Academy with financial and staffing implications. The scope of this committee will include, funding, expenditure, premises, staffing costs, absence; conduct; personnel procedures, the health and wellbeing of staff; equality and accessibility for all and audit. Members should at least have reasonable experience of financial management if they do not have a suitable qualification. The Health and Safety Governor should be a member of this committee.

The responsibilities of this committee include:

- reviewing and recommending for approval the Academy's budget;
- ensuring completion of the EFA Value for Money Statement;
- reviewing planned and actual expenditure of identified funding such as pupil premium;
- ensuring sound financial procedures are in place to prevent errors and fraud;
- monitoring the academy's income and expenditure on a monthly basis and reviewing the financial position at each meeting;
- considering recommendations from other committees that have financial implications;
- annually reviewing the Charging and Remissions Policy;
- reviewing plans to ensure the maintenance of the premises in a safe condition;
- ensuring that effective health and safety procedures are in place and are followed and any digressions or concerns are promptly responded to monitoring bids for capital funding, and if successful the expenditure of such bids in accordance with the terms of the agreement;
- ensuring that the Academy's financial procedures are in accordance with the funding agreement, the current Academies Financial Handbook and DfE guidance;
- ensuring the Academy complies with Companies House and HMRC requirements;
- monitoring the performance of the appointed accountants and auditors;
- reviewing and monitoring staffing levels and costs to ensure these are in line with the Academy's student numbers and will attract the best staff in comparison to other local schools;
- ensuring that sufficient funds are available to meet performance related pay determinations;
- reviewing and recommending for approval by the full Governing Body any annual pay awards;
- monitoring the role of the Responsible Officer and receiving regular reports for review co-operating with the accountants and auditors to enable accurate completion of the accounts by the due dates;
- ensuring that a comprehensive Single Central Register and vetting checks are maintained at all times; Safeguarding Officer to check, sign and SLT to report to committee;
- approval of educational /off site visits;
- reviewing levels of staff absence and ensuring effective policies are in place and applied appropriately and consistently;
- ensuring compliance with the Staffing Code of Conduct;
- ensuring that legal and effective policies are in place to enable the effective management of staff;
- reviewing the Appraisal Policy for all staff to ensure it is effective in establishing good quality teaching and is objectively applied; monitoring measures taken to provide for staff wellbeing and deal with instances of undue work related stress; ensuring that the Academy is meeting all requirements for equality, diversity and inclusion of all staff and
- overview of premises management and reviewing compliance.

2.4 Secondary Committees

2.4.1 Principal's Performance Management Committee

The main purpose of this committee is to set, monitor and evaluate performance management targets for the Principal. The Chair or Vice Chair of Governors will normally be the Chair of this committee and the Chair of the Academic Achievement and Student Welfare, Safeguarding Governor and the academies external adviser should also be considered as a member. No staff governor may be a member of this committee.

The responsibilities of this committee include:

- procuring external advice, usually from the appointed School Improvement Partner, and/or such other individuals as are deemed appropriate;
- setting SMART targets that take account of the vision for the Academy, the current Ofsted grading, the

- Academy development plan and the personal professional development of the Principal;
- monitoring the Principal's performance towards these targets on at least one occasion during the year;
- evaluating the Principal's performance against the targets set and
- making a recommendation to the Pay Committee in respect of incremental progression.

2.4.2 Pay Committee

The main purpose of this committee is to moderate performance management targets set for staff to ensure consistency and to consider incremental pay progression recommendations, in accordance with the current Pay Policy. Members should have undergone training or be professionally experienced in performance related pay and be familiar with the Academy's Pay and Appraisal Policies.

The responsibilities of this committee include:

- reviewing and considering the recommendations of the Principal and Senior Leadership Team in respect of incremental pay progression for teaching staff, based on the outcomes of their appraisal;
- making decisions to endorse, reject or seek further evidence in respect of the pay related recommendations above;
- ensuring that Performance Related Pay decisions are communicated to staff in accordance with the Pay Policy;
- seeking guidance from the Finance and Staffing Committee in the exceptional circumstance that performance related pay decisions will exceed provisions made in the Academy's budget;
- ensuring the Performance Related Pay decisions are actioned in accordance with the Pay Policy and
- reviewing the aspects of the Pay Policy that are the responsibility of this committee and advising the Finance and Staffing Committee of the outcome.
- To receive recommendations from the Principals Performance Management Committee and to agree any salary progression o the pay range of the Principal in light of these recommendations.
- To provide all staff with a statement of salary

2.4.3 Appeals Committee

The main purpose of this committee is to hear any appeals that may arise from decisions taken by any other committees. Membership will usually consist of three members who were not involved in the original decision and who do not have prior knowledge of the situation. However, in the case of an appeal by a staff member against dismissal the committee will be constituted from all other non-staff members who do not have knowledge of the situation or personal knowledge of the member of staff that may compromise their objectivity.

The responsibilities of this committee include:

- convening an appeal hearing;
- ensuring that an Agenda and any relevant papers are circulated in an appropriate timescale prior to the hearing;
- procuring any further internal or external information or advice that is deemed appropriate to enable the decision to be reviewed;
- reviewing evidence presented at the hearing by both parties;
- evaluating the conclusion reached by the initial committee and determining whether the action taken was appropriate or what action is deemed appropriate and
- ensuring that the person appealing is notified within a reasonable timescale of the outcome of the appeal.

2.4.4 Complaints Committee

The main purpose of this committee is to consider formal complaints made against the Academy by parents/carers or other third parties in accordance with the Academy's Complaints Procedure. Membership will consist of three members, 1 of which should be independent and who have no or little prior knowledge of the circumstances. As the Chair of Governors may have been involved in an informal response to the complaint they will not usually be a member of this committee. Staff governors will not be eligible for membership of this committee.

The responsibilities of this committee include:

- convening a meeting to consider the complaint;
- ensuring that an Agenda and any relevant papers are circulated in an appropriate timescale prior to the meeting;
- procuring any further internal or external information or advice that is deemed appropriate to enable the circumstances of the complaint to be considered;
- reviewing evidence presented at the meeting by both the complainant and the Principal;
- determining what, if any, action should be taken by either party to resolve the complaint;
- ensuring that the complainant is notified within a reasonable timescale of the outcome of the meeting and
- the Chair of the committee to report back to Full Governing Body and make note of complaint and outcome in the Complaint's Register.

2.4.5 Disciplinary and Dismissal Committee

The main purpose of this committee is to consider allegations against staff by the Principal in respect of both conduct and capability for all staff, in accordance with the Disciplinary and Capability Policies. Membership will consist of three members who have no or little prior knowledge of the circumstances and who do not have personal knowledge of the member of staff that may compromise their objectivity. Staff members are not eligible for membership of this committee. It is recommended that the Chair should be a governor who has professional experience of disciplinary procedures.

The responsibilities of this committee include:

- convening an meeting to consider the allegation(s);
- ensuring that an agenda and any relevant papers are circulated in an appropriate timescale prior to the meeting;
- procuring any further internal or external information or advice that is deemed appropriate to enable the circumstances of the allegation to be considered;
- reviewing evidence presented at the meeting by both the staff member and the Principal;
- determining what, if any, disciplinary sanction should be taken by the Academy and
- ensuring that the staff member is notified within a reasonable timescale of the outcome of the meeting.

2.4.6 Grievance Committee

The main purpose of this committee is to consider grievances raised by staff in accordance with the Grievance Policy. Membership will consist of three members who have no or little prior knowledge of the circumstances and who do not have personal knowledge of the member(s) of staff involved that may compromise their objectivity. Staff members are not eligible for membership of this committee.

The responsibilities of this committee include:

- convening a meeting to consider the grievance;
- ensuring that an agenda and any relevant papers are circulated in an appropriate timescale prior to the meeting;
- procuring any further internal or external information or advice that is deemed appropriate to enable the circumstances of the grievance to be considered;
- reviewing evidence presented at the meeting by all parties;
- determining what, if any, action is required to resolve the grievance and
- ensuring that the staff member is notified within a reasonable timescale of the outcome of the meeting.

2.4.7 Staffing Review Committee

The main purpose of this committee is to oversee the review of the staffing structure and any necessary reduction to the staffing arrangements of Lostock Hall Academy in accordance with the agreed Policy, the law and ACAS guidance. Membership will be the Chair of Governors and at least two other governors. Staff governors are not eligible for membership of this committee.

The responsibilities will include:

- reviewing the Principal's recommendations of the need for re-structure and redundancy;
- ensuring that all alternatives to redundancy have been considered;
- implementing the necessary consultation with employees and recognised trade unions and professional associations;
- giving due consideration to any responses and/or proposals by staff and trade unions/professional associations and responding to the proposals put forward;
- ensuring that measures to consider alternatives to compulsory redundancy are in place;
- reviewing any recommendations by the Principal to refuse an offer of voluntary redundancy or reduced hours/grade;
- implementing fair and just criteria for compulsory redundancy selection;
- making a final decision in respect of the Principal's recommendation to dismiss for redundancy and
- ensuring that measures are in place to mitigate the effects of any redundancies.

2.4.8 Student Discipline Committee

The main purpose of this committee is to consider exclusion of students, in accordance with current DfE legislation and guidance. Membership will consist of three members who have no or little prior knowledge of the circumstances and who do not have personal knowledge of the student involved that may compromise their objectivity. Staff members are not eligible for membership of this committee.

The responsibilities of this committee include:

- convening a meeting to consider the exclusion;
- ensuring that an agenda and any relevant papers are circulated in an appropriate timescale prior to the meeting;
- procuring any further internal or external information or advice that is deemed appropriate to enable the circumstances of the exclusion to be considered;
- reviewing evidence presented at the meeting by the Principal and the student and parents;
- evaluating the terms of the exclusion imposed by the Principal and determining whether the action taken was appropriate or what action is deemed appropriate and
- ensuring that the student and parents/carers are notified within a reasonable timescale of the outcome of the meeting.

Section 3 – Individual Governor’s Roles

3.1 Introduction

In order to fulfil their responsibilities Governors will need to take an active interest in the school and not restrict their involvement to attending Governing Body meetings. Governors are ambassadors for the school and should endeavour to give their support whenever appropriate. The following are just some examples of occasions that Governors can provide their support, either by attending or participating:

- assemblies;
- concerts/ productions;
- faculty links;
- recruitment interviews;
- out of school activities;
- educational/off site visits;
- student attendance reviews;
- open evenings and school tours;
- presentation evenings and
- Student Council meetings.

3.2 Chair of Governors

The Chair of Governors is elected in the Summer Term of each year to take effect for the following academic year in accordance with the Articles of Association and any agreed procedure in place. Specific guidance on the role is provided by both national and local governance organisations, within the competence framework and DfE Governance Handbook. 'The role of the chair of governors in schools and academies'.

The Chair of Governors is responsible for chairing all full Governing Body meetings. For these meetings s/he will:

- agree the agenda with the Principal and the Clerk before the meeting;
- ensure meetings commence on time and that business is conducted in a timely manner;
- ensure that the meeting is conducted in a good humoured and convivial atmosphere in which Governors are comfortable to contribute and given their views;
- try to obtain a unanimous decision, when appropriate;
- when views differ within the Governing Body, ensure that a majority decision is taken by a show of hands (only resorting to a secret ballot when specifically requested) and
- ensure that the meeting is conducted in an open and honest manner.

Whilst it is hoped that all Governors will have regular contact with the school, it is vitally important that the Chair of Governors should do so. They should try not to go into Governors' meetings without a good background on all the subjects to be discussed. This can only be achieved by regular discussions with the Principal who, it is hoped, will keep them informed of all important issues, both good and bad, that occur within the school. A meeting with the Principal at least once a month would be appropriate. The Chair should, when possible and when appropriate, also support the Principal at important events.

The Chair will also act as line manager to the Principal, as set out in the Disciplinary and Dismissal and Capability Policies.

3.3 Vice Chair

The Vice-Chair of Governors is elected in the Autumn Term of each year to take effect for the following academic year in accordance with the Articles of Association and any agreed procedure in place.

The main role of the Vice-chair is to undertake the responsibilities of the Chair in their absence. The Vice-chair will also provide support to the Chair, as and when appropriate.

3.4 Chair of a Committee

The Chair of a Committee should:

- agree the agenda with the Principal and the Clerk before the meeting;
- ensure meetings commence on time and that business is conducted in a timely manner;
- ensure that the meeting is conducted in a good humoured and convivial atmosphere in which Governors are comfortable to contribute and given their views;
- try to obtain a unanimous decision when appropriate;
- when views differ within the Governing Body, ensure that a majority decision is taken by a show of hands (only resorting to a secret ballot when specifically requested);
- ensure that the meeting is conducted in an open and honest manner;
- ensure that Governors challenge and support the Principal and senior staff and
- seek evidence of how the approved strategies have impact.

3.5 Child Protection Governor

The role of the Child Protection Governor is to liaise with the Designated Senior Lead for child protection and with the Principal regarding matters of child protection and safeguarding. Any governor undertaking this role must have undertaken Level 1 Child Protection Training within the last 2 years and Safer Recruitment Training. The Child Protection Governor should ensure that the school has an appropriate policy, that it is implemented and regularly reviewed.

3.6 Disadvantaged Student Governor

The role of the Disadvantaged Student Governor is to liaise with the member of the Senior Leadership Team with responsibility for disadvantaged students and the Principal on matters related to such students. In particular the role will involve familiarisation with the criteria for funding and reviewing the progress and outcomes of identified students. The Disadvantaged Student Governor should ensure that the school has an appropriate policy, that it is implemented and regularly reviewed.

3.7 SEND Governor

The role of the SEND Governor is to liaise with the Special Educational Needs and Disabilities Coordinator in school and with the Principal regarding matters of special educational need and disability. The SEND Governor should ensure that the school has an appropriate policy, that it is implemented and reviewed regularly. This role will require attendance on suitable induction and update training provided by the local authority.

3.8 Health and Safety Governor

The role of the Health and Safety Governor is to liaise with the Premises Manager and Principal regarding matters of health and safety for staff, students and members of the public. This role will require health and safety knowledge, experience and training. The Health and Safety Governor should ensure that the school has an appropriate policy, that it is implemented and regularly reviewed. This Governor is invited to attend Health and Safety meetings held at school and should attend the Finance Management meeting.

3.9 Training and Development (Link) Governor

In order to fulfil their roles governors are expected to undertake training. The role of the Training and Development (Link) Governor is to advise Governors of training available by Lancashire Governor Services and other agencies such as LASGB, Learning Link (on line courses). The Link governor will promote specific courses to encourage governors to update their skills and competencies. Bite sized governor training is provided prior to each full Governing Body meeting. On-site training may be arranged for all governors as new revised roles/responsibilities emerge. A register of training undertaken by Governors will be maintained by the school and the individual governor should ensure that that all training is logged and if appropriate, provide evidence of the training.

3.10 Faculty Link Governors

There are no statutory requirements for link governors, but they are considered to be good practice because they build up relationships, support school improvement and enable effective governance by providing evidence of impact.

3.11 General Data Protection Regulations (GDPR) Governor

Due to updated regulations around Data Protection effective from May 2018, a Governor responsible for ensuring that the Academy is compliant with GDPR regulations will be appointed.

3.12.1 Purpose

The primary role of a Faculty Link Governor is to provide a link between the governing body and the teaching staff. The role of curriculum link governor is not to be critical, judgmental, or inquisitorial, however, if improving the teaching and learning in a certain subject is a priority for the school, it makes sense to appoint a governor to monitor progress in that area.

Curriculum link governors can help the governing body to develop more in-depth knowledge and understanding of how a subject is taught. They can discuss issues such as resources and training with leads of subject. They can closely monitor the progress and attainment of students to check the impact of the Academy's strategies. A good working relationship between the subject specialist and the curriculum link governor will enhance the success of this initiative.

3.12.2 Remit

As a link curriculum governor you:

- through the SLT lead or HOF, meet termly with the head of subject to consider how the subject is developing across the school;
- help to support and promote the involvement of parents in their children's learning in the subject/curriculum area;

- during the termly meeting, liaise with the head of faculty to become informed about:
 - performance and progress issues of students;
 - teaching and support staff CPD;
 - curriculum developments;
 - special needs provision;
 - reference to the faculty department development plan;
 - assessment and recording procedures for the subject;
 - which visits and visitors are planned;
- become informed about relevant documents and legislation; Ofsted criteria for evaluating the subject provision;
- find out about any local and national activities and initiatives linked to the subject and ask how governors might help to support;
- try to attend any in-house training connected with the subject/aspect;
- attend any appropriate governor training;
- use visits to view lessons in that faculty and gain a greater understanding of the key features of a subject and the way it is taught (these visits should not be made in the context of an observation) and forward your report to the SLT / HOF lead who will report to the SLT meeting. The Principal will report on any significant issues to the Academic Achievement and Student Welfare Committee on behalf of the curriculum area.

On carrying out the role of a Faculty Link governor, governors should remember that they are not acting as a teacher, nor an inspector, but as a source of support and as a critical friend to the school. It may take time for the role to be fully understood and accepted. Ensuring that visits are well planned will help this. Further guidance for Faculty Link Governors is included in Appendix C.

3.13 Clerk to the Governing Body

The Clerk to the Governing Body and to each committee should be appointed at the meetings in the Summer Term to be effective during the following academic year. The Clerk should not be a member of the Governing Body, but may be an employee of the academy.

The responsibilities of the Clerk include:

- developing agendas in consultation with relevant Chair; meeting preparation and administration;
- ensuring agenda, papers and minutes are distributed in a timely fashion (up to two weeks prior to the meeting) and actions progressed;
- taking minutes, draft resolutions and ensuring the smooth running of meetings;
- coordinating the election of the Chair and Vice Chair posts;
- maintaining statutory registers and governance documents;
- ensuring all members and governors have provided required information for registers;
- publishing registers (e.g. Business Register) as required including liaison with the Academy to ensure their web sites is up to date;
- notifying Companies House of changes to members and directors (trustees);
- maintaining files (paper and electronic) of all Board meetings and committee meetings including agenda, minutes and working papers;
- maintaining a register of required policies including their adoption and review, based on Departmental guidance and discussion with the Trust/school leaders;□
- promote timely and effective review of policies;
- ensure publication of policies via website(s) and ensure accessibility for all people;
- inducting of governors and ongoing development;
- maintain training records for all members, and governors;
- attend appropriate training and briefing meetings and coordinate the same as deemed required for school clerks;
- provide support to the GB to ensure that the meetings are properly administered;
- maintaining a good working knowledge of all legislation, regulation or guidance as may be published pertaining to governance by the DfE, the Local authority; the Charities Commission, Companies House or other bodies as necessary;
- advise the Board on actions required to comply with legislation, regulation and good practice.
- recording and monitoring the percentage of Local Authority Associated Persons and
- undertaking such administration tasks as may be required by the Governing Body from time to time.

Appendix A – Election of Chair and Vice-Chair

1. All governors with the exception of those employed by Lostock Hall Academy may stand for the positions of Chair and Vice Chair of the Governing Body.
2. The term of office for each position is one year to commence on the 1 September to run until 31 August the following year. Governors holding the office of Chair and Vice Chair will also be required to act as Members of the Academy Trust.
3. Governors may self-nominate.
4. Governors may nominate other governors, but must approach the nominee first to obtain their consent.
5. The Clerk to Governors must receive all nominations at least one clear working day before the Summer Full Governors' Meeting.
6. A governor can still be considered for office even if they cannot attend the meeting, but only governors in attendance at the meeting will be eligible to vote.
7. At the beginning of the meeting the current Chair will ask for nominations for the position of Chair.
8. Governors will be issued with ballot slips and will be asked to make their choice by secret ballot.
9. Even if there is only one nominee a ballot will be held.
10. The Clerk to Governors will collect the ballot papers and declare the result of the ballot.
11. In the event of a tie each nominee will be asked to make a short statement to governors on why they want to become the Chair. A second secret ballot would then be held. In the event of a tie as a result of the second ballot the issue would be decided on the toss of a coin.
12. On completion of the election process the current Chair would then ask for nominations for the position of Vice-Chair. The election procedure would then follow the same procedure as for the Chair.

Appendix B – Summary of Primary Committee Structure

	Academic Achievement and Student Welfare Committee	Finance and Staffing Committee
Areas of Responsibility	<p>Attendance Behaviour CPD Curriculum Provision Disadvantaged student provision Exclusions Ofsted Pastoral Care Pupil Premium SEND Provision Student Achievement Student Welfare Target Setting Teaching and Learning Educational /Off Site Visits (evaluation)</p>	<p>Audit Budgeting Capital Funding Educational/Off Site Visits (approval) Employment Equality Financial Compliance Financial Management GDPR Health and Safety Premises Resources Staffing Costs Staff Welfare</p>
Link Governors	<p>Child Protection Online safeguarding Disadvantaged Students SEND Student Voice</p>	<p>Health and Safety & Compliance GDPR</p>
Ofsted Criteria	<p>Achievement of Students Behaviour of the Students Quality of Teaching Impact</p>	<p>Health and Safety Safety of the Students Quality of Leadership Management of the school</p>

Allocation of Roles and Responsibilities

Summary 2017/18

Key Roles of the Governing Body

Chair of Governor	Margaret Scrivens
Vice Chair of Governors	Sue Clemson
Chair of Academic Achievement and Student Welfare	Barry Burke
Vice chair of Academic Achievement and Student Welfare	Alison Boardman
Chair of Finance and Staffing	Bill Morrison
Vice Chair of Finance and Staffing	Ian Crook

Link governors:

- | | |
|----------------------------------|----------------|
| • Child Protection | Mary Martin |
| • Online safeguarding | Sue Clemson |
| • Disadvantaged Students | Mary Martin |
| • SEND | David Roocroft |
| • Health and Safety & Compliance | Vacancy |
| • GDPR | Ian Crook |

Curriculum links:

- | | |
|------------|------------------|
| • STEM | Barry Burke |
| • Creative | Annette Ashworth |
| • Global | Alison Boardman |

Trust Membership:

Margaret Scrivens	Barry Burke
Sue Clemson	Chair of Finance
Gaynor Gorman	Cliff Hughes
Mary Martin	

Committee Membership:

Academic Achievement and Student Welfare committee	Finance and Staffing
Barry Burke (Chair)	Bill Morrison (Chair)
Alison Boardman (Vice chair)	Ian Crook (Vice Chair)



**Guidelines for
Governors' Visits to the
Academy**

Governors' Visits to the Academy

Every Governing Body has a statutory responsibility to establish and monitor its school's policies and evaluate the effectiveness of the Academy and its curriculum. Governors are also held to account for their own school's performance.

The Office for Standards in Education (OfSTED) assumes that Governors know the strengths and weaknesses of the Academy, and will test that assumption during a school inspection.

One of the best and most effective ways in which a Governor can get to know their school is to visit during the school day and see it at work, talking to staff and students and finding out what happens in the Academy and the classrooms.

If school and classroom visits are done well they will add immeasurably to Governors' understanding of their Academy, its staff and its students.

These guidelines have drawn on other schools' policies and on recommendations from Principals and Governors. It also includes a sample Governors' Visits report pro-forma (Appendix C1) which will help provide discussion on the issues raised and also provide a formal record for OfSTED of the Governors' structured involvement in the work and life of the Academy. It should not, however, form part of any other evidence base .e.g. a member of staff's performance management.

Why Visit?

Many Governing Bodies link Governors to subjects, classes or year groups as a way of monitoring the curriculum. This will involve individual Governors visiting the Academy and classrooms and taking the opportunity to discuss issues with the SLT Link / Head of Faculty.

A number of Governors have specific responsibilities e.g. Health and Safety and Safeguarding. This reinforces the need to visit not just the Academy but the classroom on a reasonably regular basis.

It also allows Governors, however, to focus on particular areas, e.g.:

- The management of the Academy's resources.
- The condition of the building and its use.
- The development of teaching and support staff.
- A specific subject area.
- A particular year group or class.
- Discuss progress on a particular key issue.
- Student voice

By visiting the Academy and becoming better informed Governors will be:

- More aware of the needs of the Academy.
- More able to approach staff to meet those needs.
- Well placed to bring to the Academic Achievement and Student Welfare Committee any matters of concern.
- In a good position to support the Academy and its community.

What are the Benefits to Governors and Staff?

Governors	Staff
To establish and develop effective professional relationships with the staff.	To get to know and build positive relationships with Governors.
To have a greater understanding of Students' needs.	To see that Governors understand the diversity of students' needs
To recognise and celebrate success.	To feel valued.
To monitor the implementation of the Academy Development Plan.	To appreciate and value the role and responsibilities of all Governors.
To increase their first-hand knowledge of the Academy which will inform strategic decisions.	To know that strategic decisions have been made from first-hand knowledge of the Academy.
To understand the environment in which staff work and teachers teach.	To ensure Governors understand the reality of the classroom and the Academy.
To see policies and schemes of work in practice and provide evidence of impact. .	
To find out what resources are used, what resources are needed and prioritise them.	To highlight the need for further resources.
To show support and encouragement to staff and students.	To feel supported by the Governing Body of the Academy.
To demonstrate that the Governing Body is contributing to the Academy's self-evaluation process.	
To develop links with a class, year group, subject area or Faculty.	To see that Governors form part of the Academy community.
To develop individual Governor's roles in terms of their specific responsibilities e.g. Special Needs, Literacy etc.	To share an understanding of the specific area.

What are Governors' Visits Not About?

The main point to emphasise is that Governors' visits to classrooms are **not a form of inspection** in terms of making judgements about the professional expertise of members of staff, especially with regard to the quality of teaching.

A school visit is **not** about:

- Checking on the progress of your own or known student.
- Monopolising staff time.
- Arriving with inflexible or pre-conceived ideas. (Please agree the focus for discussion in advance of the meeting)
- Pursuing personal agendas or issues.

How Often Should I Visit?

The Governor to visit the Academy once a term to view a particular area.

Who schedules the Visits?

Visits should always be agreed with a Head of Faculty following the discussion with the SLT lead.

Visit Preparation

An important part of the visit preparation is to establish the protocols that are to be observed or more simply '*the ground rules*'. It is essential that a disproportionate amount of time should not be spent on planning and arranging visits. If you plan in advance what should always and never happen before, during and after a visit, the ground rules will be firmly established and should avoid any problems and hopefully make the visit more beneficial and enjoyable. The Governors' Visit Form attached to this policy at Appendix 1 can be partially completed at this stage and reference should be made throughout the process to the 'Preparation Checklist' which is attached at Appendix C2.

What Should and Should Not Happen?

	Always	Never
Before (at least one week prior to visit)	<ul style="list-style-type: none"> ▪ Review the action points for Strategic Development. ▪ Agree the purpose of the visit with SLT lead. ▪ Arrange details of the visit with the SLT lead This will cover: <ul style="list-style-type: none"> ○ The focus? ○ When? ○ Where? ○ With whom? ○ Duration? ○ Time for feedback? ▪ Try to visit at different times of the day. ▪ Agree level of confidentiality. 	<ul style="list-style-type: none"> ▪ Turn up unannounced for a focused, formal visit. ▪ Expect to go into a classroom without prior arrangement through SLT and a recommended minimum notice of one week. ▪ Visit during examinations week without the visit being authorised by the Principal.
During	<ul style="list-style-type: none"> ▪ Be prepared, organised and punctual. ▪ Report to the Reception Desk and sign in. ▪ Fulfil the agreed purpose of the visit. ▪ Jot down discussion points. 	<ul style="list-style-type: none"> ▪ Monopolise staff. ▪ Interrupt the teaching or talk to the teacher while he/she is teaching. ▪ Behave like an Inspector. ▪ Walk in with a clipboard and take copious notes.
After	<ul style="list-style-type: none"> ▪ Thank the member(s) of staff and students. ▪ Discuss your observations as soon as possible after the visit. ▪ Discuss Health and Safety Issues, if relevant. ▪ Complete the Visit Form and give a copy to the SLT lead. ▪ Prepare your own portfolio to include the records of your visit. 	<ul style="list-style-type: none"> ▪ Leave without a word of thanks and giving some feedback. ▪ Discuss observations with other members of staff, parents or individual Governors (except the Chair) unless given permission.

The Focus of the Visit

Remember a visit can be either to see the Academy generally in operation or a specific classroom visit.

Visits can focus on the following:

The Academy

- The condition and maintenance of the premises.
- The use made of buildings and premises.
- Security on site.
- Break and lunch times.
- The monitoring of Health and Safety.
- The use and condition of resources e.g. furniture and subject equipment.
- The impact of class sizes.
- The deployment of support staff.
- Office procedures e.g. budget monitoring.
- To see a class or teacher led assembly.

The Classroom

- Learning walk of a particular curriculum area or Faculty.
- The implementation of the curriculum.
- Gain an understanding of the process of assessment and tracking student cohorts and their attainment.
- Assessing a group of students working together on a task.
- The impact of learning from an educational /off site visit.
- Discussion of teaching-related development.

The list is by no means exclusive or exhaustive.

What should I Do?

A week before a classroom visit there are some questions you should clarify with the SLT/HOF:

- When I come into the classroom, where would you like me to sit?
- What should I do if a student asks for help?
- Would you like me to be involved in the lesson?
- Do you mind me asking pertinent questions if I'm not sure about detail when helping e.g. if I'm not sure about the spelling policy, the methods used for calculations, how to help students read unknown words?
- What should I do if I see a student behaving inappropriately?
- What should I do if the teacher has problems controlling the class?

After the Visit

We all need feedback after we have been visited. This can be a sensitive area but it is essential that warm thanks are given and a comment on the focus agreed.

Remember as a Governor you are making the visit on behalf of the Governing Body and not in a personal capacity. It isn't appropriate to make either judgements or promises on behalf of the Governing Body.

Staff should also realise that Governors are not able to address everyday matters that would normally be sorted out as a matter of good line management.

Any expression of concern should be shared with the Principal as soon as possible. Comments should be limited to the focus of the visit unless health and safety is being compromised. This should always be reported immediately to the Principal.

Feedback should be given to:

- The member(s) of staff involved (oral) including SLT Link (written) HOF and thanks to the teacher.

- The Academic Achievement and Student Welfare Committee (written) (App. 1)

Oral feedback should be given to the member(s) of staff at the end of the visit. Governors should agree with the SLT lead the level of detail that should be fed back to the member of staff.

Monitoring and Evaluation of the Link Governor's Visiting Guidelines

The Academic Achievement and Student Welfare Committee will review these guidelines annually (Summer Term) and report back to the Governing Body.

The review will consider:

- Are we doing what we set out to do?
- Are our visits achieving the potential benefits identified in the policy?
- Have I learned more about the Academy?
- Do I have evidence of Impact of the Academy's strategies?
- Are we better-informed and enabled to make sensible decisions?
- Have we developed a further method of direct communication with staff?
- Do the staff feel affirmed and valued?
- Have I helped the Governing Body fulfil its duties?
- Have there been any unexpected benefits?
- How can we make the policy and practice even better?

Focus:	Governor:		
Term:	Lead SLT:	Date:	

Outline of Key Issues Discussed:
(According to Ofsted/Internal records/views of the SLT link, Head of Faculty)
What requires attention in the faculty/area as advised by SLT Lead?

Questions Raised / Actions Required.
What is already being done? What evidence is there of impact?

-
-
-
-

Agreed Focus for Next Meeting:

Signed: (Governor): _____
(Staff Member): _____

Key area	Staff Link	Governors	Committees (Governors)

In key areas to meet preferably once a term.

Pre and Post Visit Checklist for Academy and Governor

Academy	Governor
Do we know why the Governor is visiting?	Have I made a formal appointment with the SLT link?
Do we know what the Governor is expecting to see?	Do I know the specific purpose of the visit?
Is the emphasis of the visit also a focus in our Academy development/ improvement plan?	Have I arranged my time so that I can be sure to be punctual?
Have we drawn up a timetable for the visit?	Have I thought about how I will approach the teacher in the classroom?
Do individual members of staff know that they are going to be visited?	Have I thought about what I will actually do in the lesson?
Have other key members of staff been informed?	How will I give the oral/written feedback to the staff and SLT link?
Is the appropriate documentation ready and available?	Have I remembered that what I see, hear or might find out is confidential and not for sharing with other Governors or parents in general?