

GOVERNING BODY HANDBOOK

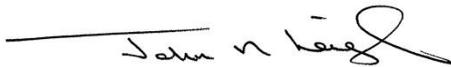
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Introduction

This document explains the general operating procedures adopted by the Governing Body of Sandbach High School and Sixth Form College.

The purpose of this document is to assist new governors and current governors in their understanding of the Governing Body of Sandbach High School & Sixth Form College. This document forms part of the induction process for new Governors and is subject to annual review in order to reflect current processes and structure of the Governing Body.



John M Leigh
Headteacher



Ginny Wynn
Chair of Governors

Who can be a School Governor?

No special qualifications are needed to become a school governor. Governors need to be interested in the work of schools, their teachers and pupils. You should also have enthusiasm for education processes.

Governors can be:

- Parents - elected by parents with children on the school roll
- Staff - elected by staff at the school
- Sponsor - appointees of an organisation
- Community - who represent community interests
- Partnership - who are nominated by parents or members of the community.

The way in which governors are appointed or elected varies with each category. However, once appointed, all governors have the same rights, powers and responsibilities.

What do School Governors do?

There are three main reasons why governors are necessary:

- They make sure the school is run according to the needs and wishes of the local community.
- They support, promote and protect the interests of the school, its pupils and staff.
- They are a visible form of accountability.

School governors come from a variety of backgrounds. They are not expected to be experts in educational matters. That's the responsibility of the Headteacher and staff.

The role of the school governor and governing body is:

- to take a strategic overview of school related issues
- to set a broad framework within which the Headteacher can work
- concerned with the general oversight of the conduct of the school

The Headteacher is responsible for the organisation and management within the school.

School governors are expected to:

- Work as a member of the governing body for the best interests of the school
- Attend the regular meetings and special meetings of the governing body
- Serve on committees which deal with the governing body's legal obligations
- Become familiar with general educational issues and developments
- Take an interest in school activities
- Promote the school within the local community
- Commit time to the duties and responsibilities of a governor

Governors are expected to be involved in:

- staff appointments and discipline
- pupil discipline
- the school curriculum
- the financial management of the school
- the school development plan and action plan
- health and safety matters & governor training

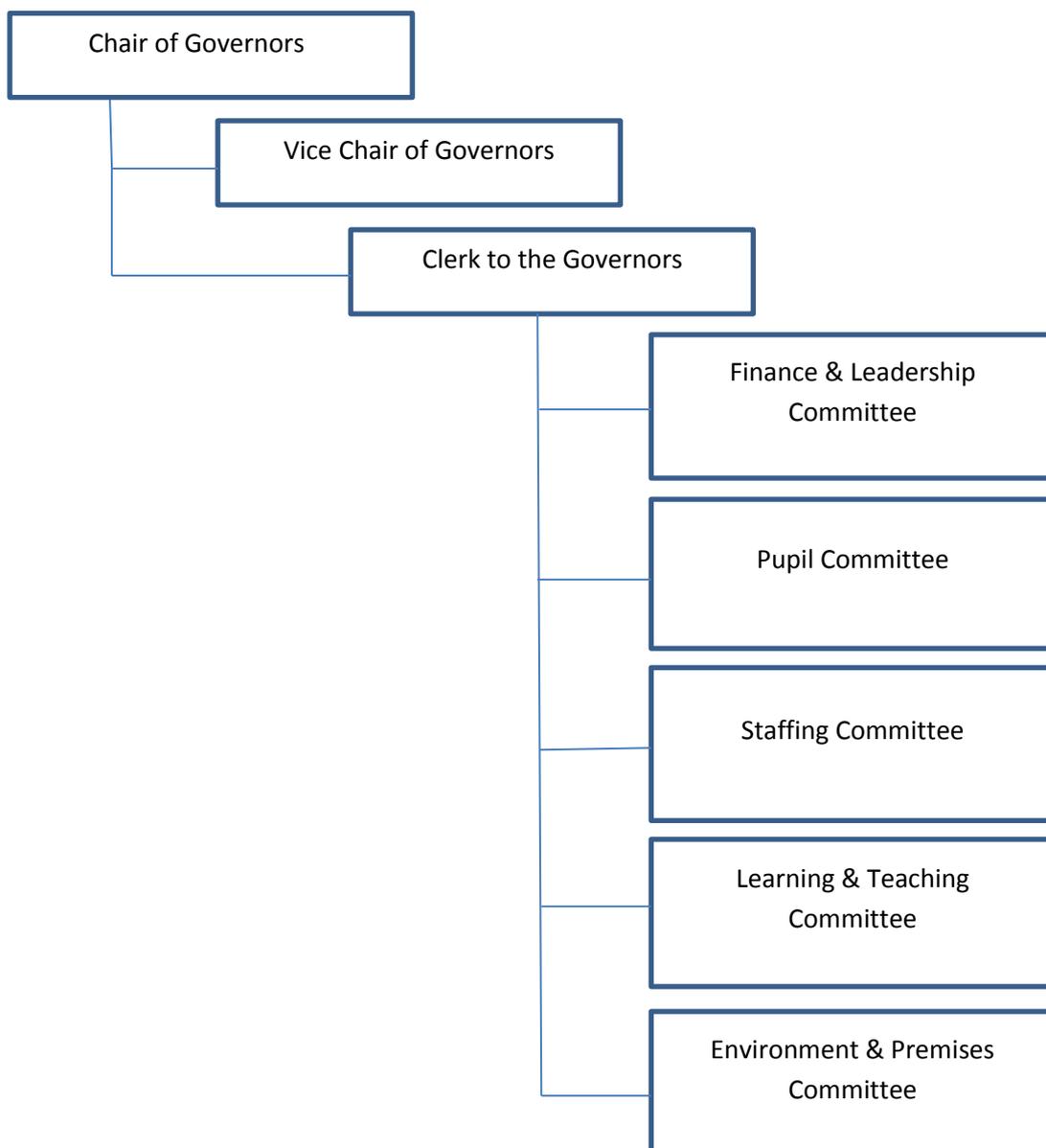
Structure and Membership

The Governing Body meets at regular intervals throughout the Academic Year.

Meeting dates for the year are established at the commencement of each Academic Year and the current year's schedule is shown later in this document.

The Governing Body has created committees and has delegated responsibilities which are defined in the Terms of Reference for each.

Organisation



Governing Body Code of Practice

The governing body is the school's accountable body. It is responsible for the conduct of the school and for promoting high standards. The governing body aims to ensure that students are attending a successful school which provides them with a good education and supports their wellbeing. Over the past decade the responsibilities of governing bodies have grown; with schools now for example being more accountable than ever for 'students' health and wellbeing.

The governing body sets the strategic direction of the school by:

- Setting the values, aims and objectives for the school
- Agreeing the policy framework for achieving those aims and objectives
- Setting statutory targets
- Agreeing the school improvement strategy which includes approving the budget and agreeing the staffing structure
- Challenges and supports the school by monitoring, reviewing and evaluating:
 - The implementation and effectiveness of the policy framework
 - Progress towards targets
 - The implementation and effectiveness of the school improvement strategy
 - The budget and the staffing structure
 - Ensures accountability by signing off the Self Evaluation Form
 - responding to School Improvement Partner and Ofsted reports when necessary
 - holding the Headteacher to account for the performance of the school
 - ensuring parents and pupils are involved, consulted and informed as appropriate
 - making available information to the community
- Appoints and performance manages the Headteacher who will deliver the aims (through the day to day management of the school, implementation of the agreed policy framework and school improvement strategy, and delivery of the curriculum) and report appropriately to the governing body.

For governing bodies to carry out their role effectively, governors must be:

- Prepared and equipped to take their responsibilities seriously;
- Acknowledged as the accountable body by the lead professionals;
- Supported by the appropriate authorities in that task; and
- Willing and able to monitor and review their own performance.

The role of a governor:

In law the governing body is a corporate body, which means:

- no governor can act on her/his own without proper authority from the full governing body
- All governors carry equal responsibility for decisions made, and whilst individual Governors may represent different interest groups the overriding concern of all governors has to be the welfare of the school as a whole.

General

- We understand the purpose of the governing body and the role of the Headteacher as set out above
- We are aware of and accept the Nolan seven principles of public life: see appendix
- We accept that we have no legal authority to act individually, except when the governing body has given us delegated authority to do so, and therefore we will only speak on behalf of the governing body when we have been specifically authorised to do so.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We accept collective responsibility for all decisions made by the governing body or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing body.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing body, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and offer apologies if unable to attend.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- Our visits to school will be arranged in accordance with the Governor School Visits Policy
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training
- We are committed to actively supporting and challenging the Headteacher.
- If we are not able to fulfil our commitment, either for a few weeks or for an academic term or for the remaining term of office we will bring this to the attention of the Head teacher and the chair of governors as soon as possible.

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.

- We will seek to develop effective working relationships with the Headteacher, staff and parents, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or students, both inside or outside school
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting.
- We will not reveal the details of any governing body vote.

Conflicts of interest

- We will record any pecuniary or other business interest that we have in connection with the governing body's business in the Register of Business Interests.
- We will declare any pecuniary interest - or a personal interest which could be perceived as a conflict of interest - in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

Breach of this code of practice

- If we believe this code has been breached, we will raise this issue with the Chair and the Chair will investigate; the governing body should only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways;
- We understand that any allegation of a material breach of this code of practice by any governor shall be raised at a meeting of the governing body, and, if agreed to be substantiated by a majority of governors, shall be minuted and can lead to consideration of suspension from the governing body in line with prevailing legislation

Appendix: The Seven Principles of Public Life

(originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness

Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership

Holders of public office should promote and support these principles by leadership and example.

Governor Visits and Protocol Policy

Introduction

The governing body has a duty to oversee the direction and policies of the school, to monitor its standards and be held to account for its conduct and performance. Visiting the school is the best way to learn how it functions, and to keep under review how it operates so that you can increase the governing body's first-hand knowledge, informing strategic decision making.

Visits should generally relate to the priorities determined by the School Improvement Plan. The governing body should plan visits to cover a wide range of school work and each visit should be agreed and have a clear purpose. Governors should arrange their visits with the head teacher who has the responsibility of the day-to-day management of the school or Curriculum Leader.

Purposes of visit

Potential benefits to governors:

- To recognise and celebrate success
- To develop relationships with the staff
- To get to know the children
- To recognise different teaching styles
- To understand the environment in which teachers teach
- To monitor policies in action
- To inform decision making
- To find out what resources are needed and prioritise them

Potential benefits to teachers:

- To ensure governors understand the reality of the classroom
- To get to know governors
- To understand better the governors' roles and responsibilities
- To have an opportunity to reflect on practice through discussion
- To highlight the need for particular resources

What a visit is not about

- A form of inspection to make judgements about professional expertise of the teacher
- Checking on progress of own children
- Pursuing personal agenda
- Monopolising school/teacher time

Protocols or ground rules for visits

Governors should at all times observe protocol and be sensitive to the surroundings

- Consider what should happen and what should not

How to feed back after the visit

- Governors should feed back to the head teacher (via Mrs C Cooke) in the first instance and then also to the member of Staff in writing.
- Positive comments, Areas of concern, questions and suggestions should all be reported
- Where possible all Governors should use the agreed feedback form which is available from the Clerk

Annual programme of visits

A programme of visits should be planned and spread evenly across the school year in consultation with the head teacher and member of staff responsible for the area being monitored/visited

Monitoring and review of school visit policy

This policy should be monitored and reviewed annually.

- Are our visits achieving the potential benefits we identified?
- Have there been any unexpected benefits?
- How can we make our practice even better?

Preparing for a visit

- Check the agreed policy for governors' visits
- Clarify the purpose of the visit. Is it linked to the School Improvement Plan? What are the relevant school Policies? How does this determine the activities I am interested in?
- Discuss an agenda with the head teacher or curriculum leader well in advance. Make sure that the date chosen is suitable.
- Use the proforma feedback form
- Send the proposed agenda to the staff involved. Ask how they want governors to integrate into the learning walk? It might be possible for you to see a copy of any documents beforehand. Discuss with the curriculum leader if any supporting information is available – Ofsted report, improvement plan, performance data.
- Be clear beforehand exactly what you are looking for. Try to prepare questions and submit to staff in advance

During the Visit

- Remember you are making the visit on behalf of the governing body; **it is not appropriate to make judgements or promises on behalf of the governing body.**
- Be punctual.
- Keep to the agreed timetable but be flexible.
- Decide with the teacher how you will be introduced and what your role in the classroom will be.
- Get involved with the children
- Remember it is a visit not an inspection.
- Observe discretely.
- Don't distract the teacher during the lesson from his/her work but be prepared to talk and show interest.

- Be courteous, friendly not critical.
- Interact, don't interrupt.

- Remember why you are there. Don't lose sight of the purpose of your visit.
- Listen to staff and pupils.

After

- Discuss what you have observed with the teacher. Use the opportunity to clarify any issue you are unclear about. For example, did your presence have any impact on the atmosphere in the classroom? If so, how?
- Refer to the purpose of the visit. Consider together whether it has been achieved.
- Thank the teacher for supporting you in your role as a governor. Be open, honest & positive.
- Make notes as soon as possible after your observation while it is still fresh in your mind.
- Submit your report to the head teacher for approval
- Reflect: how did that go? Has the visit enhanced relationships? Have I learned more about the school? Have I helped the governing body fulfil its duties?

Reporting your visit

- Write a short summary 'as a lay governor' of what you learned during the visit and the overall impression that was made. This will be easier if the visit had a focus.
- You must circulate a draft to the head and any staff involved for them to check the accuracy and clarity. Be prepared to amend it. Aim to achieve a report that is agreed by those involved.
- Circulate this at the next appropriate committee/governing body meeting.

Visit Focus'

Although not an exhaustive list visits may focus on:-

- Particular subjects, key stages or classes
- The use made of the buildings or the site
- The condition and maintenance of the premises
- Special educational needs
- Literacy and numeracy
- The use of ICT equipment
- The impact on the school of any changes e.g. reduced classes in a key stage

Informal Visits

Visits may also take place in an informal capacity. It is vital that everyone is clear about the capacity in which they are visiting and not to confuse the role.

- The chair making a regular visit to see the head teacher
- To lend a helping hand with a school event
- To get information from the office relating to a committee meeting
- To help in a class
- To speak to a teacher in relation to your own child
- Attend a school function or educational visit

School Governors

| Name | Type | Term of Office/until |
|----------------------|-------------|----------------------|
| Mrs Janet Astins | Community | May-18 |
| Mr Alan Bell | Parent | Sep-18 |
| Mr Alan Bradley | Appointed | Sep-18 |
| Mrs Ella Brett | Parent | Sep-18 |
| Mrs Deborah Broad | Parent | Sep-18 |
| Mrs Anna Condliffe | Parent | Dec- 20 |
| Mrs Tracey Edwards | Parent | Feb - 21 |
| Mr Andrew Ford | Staff | May-18 |
| Mr Dominic Graham | Parent | Feb - 21 |
| Mr Gerrard Heath | Sponsor | May-18 |
| Mrs Cathryn Houghton | Parent | Dec 19 |
| Mr Ben Hunt | Parent | Dec-19 |
| Mr Tom Jones | Community | Apr-18 |
| Mrs Sharon Joyce | Parent | Sep-18 |
| Mr John Leigh | Headteacher | - |
| Mrs Steph Owen | Parent | Oct -18 |
| Mrs Joanne Wilkins | Community | Dec-17 |
| Miss Alice Whalley | Staff | Sep-18 |
| Miss Ginny Wynn | Appointed | Sep-18 |
| Mrs Gill Kesteven | Clerk | |

Please note:

All Governors are welcome to attend any of the Committee Meetings. They should arrange any visit with the Chair of the Committee or Clerk to the Governors .

GOVERNING BODY COMMITTEE STRUCTURE (Revised July 2017)

The role of the governing body is to help our school to fulfil its mission; namely, to provide the best possible education for our pupils and students. Under the terms of **The School Governance (Procedures) (England) Regulations 2003** governing bodies have more flexibility to determine their own procedures. There are no longer any statutory committees.

Strategic role of Governors

Governors should maintain and develop the ethos and reputation of the school and support the school in meeting its statutory responsibility to provide the best education for each pupil and enable each pupil to reach their highest standard of attainment. Governors should set up a strategic framework for the school: determining, monitoring and keeping under review its aims and objectives, policies and targets, and the procedures within which the school operates.

Governors' role of the critical friend

Governors should recognise and support the Headteacher with his responsibilities for the internal organisation, implementation of policy, day to day management and control of the school and for advising on and implementing the governing body's strategic framework. Governors should recognise that the Headteacher and staff of the school are the educational professionals and challenge and support decisions accordingly. As a corporate body, with a collective responsibility, governors have powers to delegate some responsibilities to individual governors, to committees and / or to the Headteacher. To this end the governing body must have a clear and agreed scheme of delegation.

Confidentiality and Conduct

The governing body and the various committees act by consensus (or majority vote): individual Governors or committees have no power unless this has been delegated by the governing body. Governors should accept that they have no legal authority to act individually except when the governing body has given individual governors delegated authority to do so. When items of business are determined to be confidential, all members of the governing body are bound by that confidentiality.

Governors should accept collective responsibility for all decisions made by the governing body, committees or its delegated agents and accept that all discussion in reaching decisions is kept confidential to the meeting. Governors must not allow themselves to become an instrument for advancing a particular issue and should not express their own opinion when pressed on controversial issues.

Governing body decisions should be made in the best interests of all the students in the school. The Chairman, or, if not available the Vice Chairman, has power to discharge any of the governing body's functions in circumstances where any delay would be seriously detrimental to the school but must inform the whole governing body at the earliest opportunity. All governors have equal status and, although elected / appointed by different

groups, their over-riding concern will be the welfare of the school as a whole and all students in the school.

The membership and proceedings of any committee are determined by the governing body which must also review the establishment, terms of reference, constitution and membership of any committee annually. (At least two thirds of the Governing Body must be present when committees are appointed and terms of reference determined.) The membership of any committee may include persons who are not members of the Governing Body (but such associate members are not entitled to vote) provided that a majority of members of the committee are governors. Each committee must have a chair appointed by the governing body or elected by the committee. The governing body may remove the chair of a committee from office at any time. The governing body must appoint a clerk to each committee. The clerk may be a governor but cannot be the head teacher of the school. A record must be kept of each meeting and signed by the Chair as correct at the next meeting.

The clerk should send out relevant papers at least seven days before the date of the meeting. These should include the agenda for the meeting and the headteacher's report if appropriate. All papers of the governing body must be available at the school for any member of the public to read, with the exception of items which the governing body has agreed are confidential.

The quorum for any committee and for any vote must be three governors who are members of the committee, or more, as determined by the committee. This effectively sets a minimum number of governors required to serve on any committee. Decisions are taken by a majority vote of those present, with the chair having a casting vote if necessary. You should always withdraw from a meeting if you feel you have a personal interest in the outcome of the discussion.

The names of all persons attending meetings of committees should be recorded in the minutes. No-one who is employed in any capacity at the school is eligible to become the Chairman or Vice-Chairman of the Governing Body or any of its committees. The Headteacher (or his representative) is entitled to attend all committee meetings and be a member of committees except in such circumstances where the regulations require withdrawals.

In respect of any action taken or decision made, an individual or committee to whom a decision has been delegated must report to the governing body which remains responsible for all decisions taken.

As with the minutes of the Governors' meetings, minutes of committees may have a Part Two section dealing with confidential matters such as those relating to a named teacher or other person employed at or proposed to be employed at the school, a named pupil for admission to the school or any matter which, by reason of its nature, the governing body/committee is satisfied should be dealt with on a confidential basis. Part two minutes should be identified and recorded separately.

The governing body cannot delegate any functions relating to:

- the constitution of the governing body (subject to Constitution Regulations)
- the term of office for, appointment of and removal of the chair and vice-chair
- the appointment and dismissal of the clerk
- the suspension of governors
- the establishment of and delegation of functions to committees
- the holding of a termly meeting
- the cooption or appointment of persons to the governing body
- the appointment of the head or deputy Headteacher
- the establishment of a health and safety policy
- the establishment of a Register of Governors' Business Interests
- the establishment or otherwise of a federation
- the offering or otherwise of additional services as part of an extended school.

Although the above list of functions cannot be delegated to a committee or an individual, the Governing Body may set up a working party or ask an existing committee to research an issue and to make recommendations.

The following functions can be delegated to a committee, but cannot be delegated to an individual:

- functions relating to the alteration, discontinuance or change of category of maintained schools
- functions relating to the approval of the first formal budget plan of the financial year
- functions relating to school discipline policies
- functions relating to the exclusion of pupils (except in an emergency when the chair has the power to exercise these functions)
- functions relating to admissions
- functions relating to developing a school buildings strategy and Asset Management Plan

Given the importance of rigorous school self-evaluation elements of the SEF have been spread across the committees.

In order to help spread the workload and to deal with business more efficiently the Governing Body has decided to adopt the committee structure detailed below.

- 1. Learning and Teaching Committee**
- 2. Staffing Committee**
- 3. Pupil Committee**
- 4. Finance & Leadership Committee**
- 5. Environmental and Premises Related Committee**

LEARNING AND TEACHING COMMITTEE

Facilitated by Mrs Cooke, Mr Troth

Governors: Mr T Jones (Chair), Mrs J Astins, Mrs D Broad, Mr A Ford, Mrs S Owen, Mrs C Houghton, Mrs S Joyce, Mrs A Condliffe

| | | |
|-----------|-----------------------------|-------------------|
| Overview: | Learning and Teaching | Curriculum |
| | Extra-curricular activities | Sex Education |
| | Work Related Learning | RE |
| | Homework | Careers Provision |

SEF The Quality of Teaching & Learning

Terms of Reference

To oversee the school's approach to learning and teaching and to monitor the standard of teaching

To oversee the development of the curriculum policy for the whole school ensuring that the curriculum for the school is balanced and broadly based and in particular that the National Curriculum and religious education are taught.

(The school curriculum comprises all learning and other experiences that are provided for our pupils including the National Curriculum, religious education, collective worship, sex education and careers education. Regular reports of activity, visits, progress and issues in areas including individual curriculum subjects, Literacy, Numeracy, Religious education, sex education, drug education, work related learning and ensuring the absence of political bias in teaching.)

To ensure that the national curriculum is taught to all pupils and to review any decisions to seek dis-application for pupil(s)

To advise the Governing Body on a written policy for Sex Education

To review the school's provision for the teaching of RE and collective worship

To review the school's programme of work related learning to all pupils in years 7 to 13 ensuring that the careers information is accessible and contains up to date information on careers and post-16 progression opportunities

To review decisions as to which subject options should be taught having regard to resources

To review the school's provision for extra-curricular activities

STAFFING COMMITTEE

Facilitated by Mr J M Leigh and Mr R Troth

Governors: Mrs S Owen (Chair) Mrs J Astins, Mr A Bell, Mrs E Brett, Mr G Heath
Mr T Jones, Mrs T Edwards, Mrs S Joyce, Mrs D Broad

| | | |
|-----------|---------------------|-----------------------------|
| Overview: | Staffing complement | Disciplinary |
| | Appointments | Grievance |
| | Attendance | Pay and associated policies |
| | Capability | Well-being |

Terms of Reference

To review and recommend to the Governing Body for adoption, procedures and policies for dealing with all staff related matters including attendance, capability, discipline, grievances and redundancy and ensure that staff are aware of these.

To ensure that there is a performance management policy and set performance objectives for the Headteacher in conjunction with an external advisor who the governing body must appoint.

To undertake any formal consultations on personnel matters.

To consider and to make any decisions about matters relating to the discipline of staff, staff grievances or staff capability, in accordance with the procedures adopted.

To consider and make any decisions, when necessary, concerning consultation and selection for redundancy

To review and recommend to the governing body for adoption the whole school pay policy and to apply that policy annually.

To assess teachers' salaries annually as required by the Pay and Conditions Document and to ask the Headteacher to inform staff of the outcome - Teacher representatives cannot take part in this exercise.

To review the salaries of the Head and Deputy Head annually

To consult with the Finance & Leadership Committee with regard to the impact of personnel decisions on the school budget.

To carry out an annual review of the staffing establishment in relation to the School's Growth Plan and School Curriculum Growth Plan.

To carry out an annual review of support staff salaries.

To consider all matters relating to staff well-being including reports from the school's Environmental & Premises Committee pertaining to staff well-being.

Appeals

Appeals against decisions of the Staffing Committee will be heard by the Governing Body meeting without members of the Staffing Committee, after exhausting all other procedures.

Headteacher

Where the staffing committee is meeting to hear matters relating to the disciplinary, grievance or capability procedures the Headteacher will withdraw. The Headteacher will attend if it is necessary to give advice or evidence as the investigating officer.

Delegation

Responsibility for the appointment of teachers, supply staff, temporary staff and all support staff is delegated to the Headteacher (or his representative). Governors will be invited to join an interview panel at the discretion of the Headteacher/Chair of Governors. Responsibility for the drawing up of short lists for all posts is delegated to the Headteacher (or his representative).

Governors will be involved in the appointment of Head and Deputy Head as follows:

Deputy Head: Staffing Committee, subject to final confirmation by the full Governing Body.

Headteacher: Full Governing Body.

Dismissal

- Where disciplinary action against a person working at the school leads to a recommendation for his/her dismissal, the 'Staffing Committee' will be reconstituted as the 'Staff Dismissal Committee', in accordance with the Education (School Government) (England) Regulations 1999, and, as such, it will make the initial decision as to whether or not that person should cease to work at the school. Any subsequent appeal will be heard by the 'Staff Dismissal Appeal Committee', which will be composed of those members of the Governing Body who are not members of the 'Staff Dismissal Committee'.

When acting as the Staff Dismissal Committee, the following points must be observed:

- The Staff Dismissal Committee should include, by law at least 3 members of the Governing Body.
- The Staff Dismissal Appeal Committee can include such members of the Governing Body as the Governing Body determines subject, however, to the Staff Dismissal Appeal Committee including no fewer members of the Governing Body than the Staff Dismissal Committee. Those members of the Governing Body forming the Staff Dismissal Committee cannot be included on the Staff Dismissal Appeal Committee.
- In some extreme circumstances, the full Governing Body may determine that they cannot meet the requirement for a minimum of 3 Governors for each of these Committees. If so, the Staff Dismissal Committee can include 2 Governors: the number of Governors on the Appeal Committee will then have to be at least 2.

- The Committees may not be chaired by non-Governors, anyone employed to work at the school or a pupil.
- The Headteacher cannot sit as a member of these Committees as he is likely to have been involved earlier in the discipline process.
- A member of either of these Committees must withdraw from a meeting where there may be a conflict between the interests of that person and the interests of the Governing Body, or where a fair hearing is required and there is any reasonable doubt about that person's ability to act impartially in relation to any matter.
- Where possible, it is advisable that the members of these Committees should not have had any earlier involvement in the case.

PUPIL PROGRESS COMMITTEE

Facilitated by Miss Darlington, Mrs Hughes, Miss Oyler

Governors: Mrs D Broad (Chair), Mrs Astins, Miss J C Wynn, Miss J Wilkins, Miss A Whalley, Mrs C Houghton, Mrs S Joyce, Mrs A Condliffe

| | | |
|-----------|--|--|
| Overview: | Behaviour and Conduct Exclusions Attendance Healthy Eating and school meals Free School Meals Every Child Matters | Child Protection Equal Opportunities SEN including Gifted & Talented Home School Agreements Sixth Form |
|-----------|--|--|

SEF Behaviour & Safety

Terms of Reference

To review the school's use of exclusion (external and internal) and to hear parental representations arising from the exclusion of pupils - when meeting to hear matters relating to external exclusions the Headteacher will attend not as a member but to give advice or evidence as the investigating officer. Please note there is no appeal against a decision of the Pupil Committee other than to the Independent Tribunal.

To review the school's procedures for handling suspected cases of child abuse, in accordance with local Area Child Protection Committee (ACPC) procedures - the school should have a designated senior teacher with responsibility for child protection together with a nominated governor and a child protection policy that is reviewed annually.

To review the pupils' attendance figures and targets

To review the policy on equal opportunities taking into account the school's role in the provision of goods, facilities and service to the public; the provision of access to these goods, facilities and services and the employment of staff.

The school's policy must be placed in the context of the relevant legislation relating to gender (Sex Discrimination Act 1975), race, colour, nationality, ethnic or national origins (Race Relations Act 1976 and Race Relations (Amendment) Act 2000), disability (Disability Discrimination Act 1995 and amendments), sexual orientation and religion or belief

(Employment Equality (Sexual Orientation), Regulations 2003 and the Employment Equality (Religion or Belief) Regulations 2003), pay (Equal Pay Act 1970).

To review the school's general policy and approach to meeting children's special educational needs for those with statements and those without within the context of SEN and disability/disability discrimination, Special educational needs of gifted pupils and SEN and children in public care

To ensure that school lunch nutritional standards are met

To ensure provision of free school meals

To review arrangements for home-school agreements

To review all matters relating to the Sixth Form including facilities, curriculum and extra-curricular activities

FINANCE AND LEADERSHIP COMMITTEE

Facilitated by Mr J M Leigh, Mrs J Street

Governors: Mrs S Joyce (Chair), Mr Bell, Mr Bradley, Mrs Brett, Mr Heath, Miss J Wynn, Mrs T Edwards, Mr D Graham

| | | |
|-----------|------------------|-------------------|
| Overview: | Finance | School Prospectus |
| | School Profile | Admissions |
| | Non Public Funds | Governor links |

SEF Leadership & Management

Terms of Reference

To ensure that the school fulfils its requirements to publish information about school performance as required and reviewing the school's prospectus for parents and prospective parents. To review and publish details of the admission arrangements they have determined

A quorum of three Governors from the Finance & Leadership Committee will convene an Admissions Working Party when and as appropriate with full power to determine on Admissions including appeals.

To provide advice to the Governing Body on all financial matters

To plan, set and monitor the school budget to monitor all financial information reports and to report, as appropriate, to the Governing Body

To review Governors' Expenses scheme

To consider the spending plans of other Committees and to advise the Governing Body

To agree the level of delegation to the Headteacher for day to day financial management of the school

To ensure that the requirement for non-public funds to be audited is carried out annually

To review and monitor Governors involvement in school activities

To address individual and collective Governors needs for training and development

To review the policy on the management of governor's visits as part of their monitoring role

- Decide, with the Headteacher and Chair, a focus for the visit
- Agree with the Headteacher an appropriate time which suits yourself and the members of staff involved
- Meet the responsible member of staff outside teaching hours before the visit to discuss the focus
- Agree how you will be introduced to pupils and be involved in the lesson or activity you are observing
- Read any appropriate policy documents and curriculum guidance
- Observe discreetly
- Get involved with the pupils' activities when invited, but don't interfere
- Show an interest and ask questions but don't monopolise the teacher's time
- Never comment on the teacher's conduct of the lesson or on individual pupils
- Discuss your observations with the relevant member of staff as soon as possible
- Make notes while the visit is still fresh in your mind
- Never include comments about individual children – if you have concerns, discuss them privately with the teacher and the Headteacher
- Remember that monitoring the performance of staff is the role of the Headteacher, not the governors. It is a professional matter
- Draft a report of your visit and share it with the staff member and the Headteacher
- Take their comments into account, prepare a final written report to be circulated to governors before the next governing body meeting

To decide the starting and finishing times of the school and in some cases, the term and holiday dates

Delegation

The level of delegation to the Headteacher for day-to-day financial management is set at £25 000. For items of expenditure in excess of £25 000 the prior approval of the Finance & Leadership Committee must be sought.

The level of delegation to the Headteacher for virement between budget headings is set at £25 000.

Quotations/Tenders

The Headteacher must obtain a minimum of three written quotations for all items of expenditure exceeding £25 000. Where it is not possible to obtain three quotations the reasons must be reported to the Finance & Leadership Committee and minuted. For items in excess of £50 000 the quotations must be reviewed by the Finance & Leadership committee. If a quotation other than the lowest is selected it should be reported to the Finance & Leadership Committee and the reason for the decision minuted. All quotations must be retained for audit purposes.

For projects in excess of £100 000 the Headteacher must seek tenders.

ENVIRONMENTAL AND PREMISES COMMITTEE

Facilitated by Mrs V J Street

Governors: Mr B Hunt (Chair), Mrs S Joyce, Mr G Heath, Mr J Leigh, Miss J Wilkins, Mrs D Broad, Mr D Graham

| | | |
|-----------|-------------------|-------------|
| Overview: | Buildings | Premises |
| | Health and Safety | Maintenance |
| | Lettings | |

Terms of Reference

To ensure the maintenance of a quality learning environment

The maintenance and upkeep of the premises and grounds in line with an Asset Management Plans (AMPs) helping to ensure that capital funding and existing assets are used as efficiently and effectively as possible in raising educational standards.

To review each year the premises and grounds and to prepare for the School Growth Plan a statement of priorities for maintenance and development for the approval of the Governing Body.

To make sure that the responsibilities of the Governing Body under the Environmental Protection Act 1990 with regard to litter are discharged.

To advise the Governing Body with regard to compliance with Health and Safety Regulations and Insurance requirements

To determine the use of the school premises outside school sessions, including advice to the Governing Body on the charging policy (setting charges cannot be delegated to a Committee).

To review the school's policy towards lettings including charging