

Penwortham Primary School: Governance Framework

Document Approved on: 12 July 2018

Effective Date: 12 July 2018

Introduction

This document sets out the governance framework that applies to Penwortham Primary School. The document should be reviewed annually and should be made available to all governors and also be published on the school's website so that key stakeholders can understand the governance standards we operate by.

This document has been prepared to comply with Constitution Regulations 2012. A copy of the Instrument of Government for Penwortham Primary School is included as Appendix 1.

This document does not include all the statutory requirements for the operation of the governing body but is intended to summarise the way the governing body operates.

Main Governing Body

The full Governing Body decides all policy matters concerning the management of the school, taking into account the requirements of legislation. The Governing Body may delegate any of its statutory functions to a committee, a Governor or to the Headteacher, subject to prescribed restrictions.

There are some functions which may be delegated to a committee. These must be approved by the governing body.

The Governing Body will review the delegation of functions annually. The Governing Body will remain accountable for any decisions taken, including those relating to functions delegated to a committee or individual. Any decisions or actions taken must be reported back to the Governing Body.

The full Governing Body must decide (i.e. cannot delegate) on the following:

- Election or removal of Chair or Vice-Chair
- Appointment of Clerk
- Suspension of Governors
- Establishment of committees
- Delegation of functions
- Constitutional decisions

The governing body shall consist of:

- 4 parent governors
- 1 LEA governor
- 1 staff governor
- 6 co-opted governors
- The headteacher

The total number of governors is: 13

The maximum number of governors who are employed by the school (as defined by eligibility to be a staff governor) shall be 4 (including the headteacher) (in line with statutory requirements).

The term of office of all governors is 4 years.

The quorum for the full governing body meetings is one half (rounded up to a whole number) of the membership of the governing body (membership excludes vacancies).

Committee Structure

Each Committee will have full delegated powers to implement the decisions of the full Governing Body without further reference to the full Governing Body except when legislation demands. In such cases the Committee will make recommendations to the full Governing Body.

The performance and constitution of each committee will be reviewed annually at the AGM.

Please see the Terms of Reference for each committee in Appendix 2 for further information on workings of the committee. The number in brackets besides each committee outlined below gives an indication of how many meetings are expected in each school year.

All Terms of Reference will be reviewed annually in the summer term and approved at the AGM.

The principal committees are:

- Finance, Resourcing and Staffing (4)
- Behaviour, Safety and Premises Maintenance (3)
- Achievement and Curriculum (which will meet as a committee but will have distinct focuses in relation to: "Progress and Attainment" and "Teaching and Curriculum") (4)

The pay and performance committees are:

- Headteacher Performance Management (3)
- Pay (2)
- Pay Appeals (as required)

The other formed committees are:

- Governor Nominations and Development (1 + as required)

- Pupil Discipline (as required)
- Staff Discipline and Dismissal (as required)
- Staff Discipline and Dismissal Appeals (as required)
- Complaints Appeals Committee (as required)

In addition to specific policies (statutory and non-statutory) mentioned in Terms of Reference of the committees, the full governing body or relevant committee will review those policies assigned to them in the summary of school statutory policies according to the included timetable.

The role profile for committee Chairs' is included in Appendix 3.

Chair and Vice Chair of Governors

To secure succession planning the Chair and Vice-Chair of Governors are able to serve for a maximum term of eight years. A governor will only be allowed to continue in post for longer than eight years if a formal vote of the full governing body results in at least a 75% majority voting in favour.

The role profiles are included in Appendix 3.

The following also apply:

- The Chair and Vice Chair will be elected at the AGM (at the annual conference), normally held in July. The Governing Body may determine a 1 or 2 year term of office is appropriate and this will be confirmed annually prior to the nomination process (a default of 1 year will apply if no decision is taken prior to the nomination process).
- The Chair would not normally chair any of the committees but can act as the Chair of a committee until a governor with appropriate skills and experience could be appointed to the role (or temporarily until the next AGM).
- The Vice Chair would normally be expected to (subject to selection) Chair one of the principal committees.
- The Chair will produce an annual report to parents (to be published on the website) to cover the principal activities and decisions of the governing body during the last year.
- The Chair of Governors will be a member of the Performance Management Committee.
- The Chair of Governors will normally undertake the nominated governor role "Safeguarding, including Children Looked After".

Committee Membership

The following shall apply to committee membership:

- Each principal committee shall consist of a minimum of five Governors including the Headteacher. Each of the other committees shall consist of a minimum of three Governors (excluding the Headteacher).
- The quorum for every committee shall be three members, including the Headteacher (when the Headteacher is a member of the committee), but excluding any non-voting participants.
- A Committee may invite non-voting participants to meetings as and when required.

- The Chair of Governors (or delegated to the Vice-Chair) and the Head Teacher shall be members of each principal committee.
- The Head Teacher shall not be a member of the pay and performance committees or the other non-principal committees (but will be a member of the governor nominations and development committee).
- The membership of each committee will be reviewed and agreed annually by all governors at the AGM. The change in membership will take effect from the date of the AGM for all committees apart from the Headteacher Performance Management Committee. For this committee membership for the proceeding year will normally continue until the annual review is completed in the autumn term with the new committee membership setting the objectives for the new school year.
- The governing body will elect the Chair of each committee annually at the AGM.
- The Chair of a Committee may serve as a Chair of that committee for a maximum of four years.
- No governor should sit on more than one of the pay and performance committees. The membership of the pay and performance committees should normally be such that there is a member of each of the 3 principal committees on each committee.
- The Governor Nominations and Development Committee shall be made up of the Chair, Vice-Chair, Training Link Governor and the Headteacher.
- The Chair of each principal committee will act as mentor (in line with the school's governor induction, training and development policy) for new governors allocated to the committee to which they are Chair.
- The Chairs of the "Behaviour, Safety and Premises Maintenance Committee" and the "Achievement and Curriculum Committee" will automatically be members of the Finance, Resourcing and Staffing Committee.
- Neither the Chair of Governors or the Vice-Chair will be members of the Complaints Appeals Committee.

Nominated Governors

Individual Governors will be appointed to the following nominated governor roles and will present regular reports to the full governing body (or the principal committee to which their remit is attached). Reports are normally expected each term but written reports must be produced at least annually.

The nominated governor roles and the governors assigned to those roles will be reviewed annually at the AGM. This may include additional temporary nominated governor roles.

The nominated governor roles are:

1. Special Educational Needs and Disability
2. Pupil Premium
3. Training Link (who will also usually Chair the Governor Nominations and Development Committee)
4. Safeguarding, including Children Looked After (normally the Chair of Governors)
5. Headteacher wellbeing
6. EYFS

7. KS1
8. E-Safety
9. KS2

There are currently no nominated governor roles that should report to a principal committee and so all nominated governor reports should be submitted to the full governors meetings. Governors who work for the school should only undertake nominated governor roles that are not directly linked to their responsibilities in school.

The role profiles are included as Appendix 4.

Meetings

The full governing body will meet each term plus an annual conference (incorporating the AGM), which will normally take place in July (and in any event no later than 30 September).

The Chair of a Committee shall be responsible for convening meetings of the Committee (including setting the day, dates and times of meetings in consultation with other members of the committee, the Clerk and the Headteacher. The Chair will need to ensure the meeting dates are in line with the “gathering evidence timetable” and statutory requirements.

Procedures of any meetings held must be minuted and these minutes presented (unless restricted by confidentiality) to the next meeting of the Governing Body.

Seven clear days' notice must be given of a meeting; however shorter notice may be given provided that all persons entitled to attend and vote at the meeting agree to such short notice.

All committee meetings will normally be held a minimum of 2 weeks prior to the full governing body meeting they are required to report to (to enable minutes to be produced and distributed) (subject to the “gathering evidence timetable”).

The agenda and documents for meetings will be circulated seven days in advance.

Minutes of each committee meeting, detailing those present, decisions taken and action recommended, shall be produced by the clerk to the committee and circulated to all members of the Governing Body normally within ten days of the meeting.

The meetings of the Behaviour, Safety and Property Maintenance, and Achievement and Curriculum Committees should ideally take place on a date prior to the Finance, Resourcing and Staffing Committee meeting and will normally take place in the order listed.

The Pay Committee must meet by the end of October to approve staff pay awards and by the end of December to approve the Headteacher's pay award. A meeting of the Finance, Resourcing and Staffing Committee meeting may need to take place prior to the Pay Committee in order to approve any changes to Pay Policies. The Performance Management Committee must meet by the end of December but also must allow enough time for the Pay Committee to approve its recommendation on the Headteacher's pay award by the end of December.

The meetings of the full governing body can be attended face to face only. Committee meetings will normally be face to face but governors can participate and vote at committee meetings in line with the virtual meeting policy.

All committees will ensure that at the commencement of any meeting any business or pecuniary interest is declared and recorded in the minutes.

Code of Conduct / Governor Role Profile

The following applies to every governor:

- Governors should comply with the latest Governor Code of Conduct adopted by the governing body. All governors are expected to sign to confirm at each Autumn Term Full Governors Meeting that they have read and will abide by the school "Governance Framework" as well as the "Code of Conduct", as both detail expectations of conduct and commitment.
- Governors should attend meetings regularly but if they are unable to attend apologies should be sent to the clerk.
- Governors are expected to undertake regular training and development. The governing body of our school expects all governors to complete a minimum of 5 hours of relevant training and development each year.
- Governors will sit on (at least) one of the principal committees
- Governors (apart from the headteacher and those employed by the school) will sit on one of the pay and performance committees.
- Governors (apart from the headteacher) will undertake (at least) one nominated governor role unless they are a Chair of a principal committee.
- Governors who are employed by the school shall not sit on those committees relating to pupil or staff discipline or appeal.
- Governors are required to complete an annual written declaration of business interests.
- Governors are required to complete an annual assessment of skills and experience (Skills Audit).
- Governors should ensure they comply with the requirements of any role they fill. In relation to nominated governor roles, Chair, Vice-Chair or Chair of a committee the role profile will set out any additional specific requirements relating to that role. The role profiles are included in Appendix 3.
- Governors are encouraged to give a minimum of 3 months written notice to the Clerk of any resignation in advance of the end of their term of office.
- Governors are encouraged to consider the impact of the timing of any resignation on the smooth running of the governing body. The governing body would prefer governors to give their notice of resignation prior to/at the Spring Full Governing Body meeting and end their term of office at the Summer Full Governing Body meeting. Hence, allowing new governor appointments to be made in time for the AGM.

Appendix 1: Instrument of Government

School Number: 07043

INSTRUMENT OF GOVERNMENT: COMMUNITY SCHOOL

1. The name of the school is Penwortham Primary School
2. The school is a community school
3. The name of the governing body is "The Governing Body of Penwortham Primary School"
4. The governing body shall consist of:
 - (a) 4 parent governors
 - (b) 1 local authority governor
 - (c) 1 staff governor
 - (d) 1 headteacher
 - (e) 6 co-opted governors
5. The total number of governors is: 13
6. This instrument of government comes into effect on 1 September 2015
7. This instrument was made by order of Lancashire local authority on 30 July 2015
8. A copy of the instrument must be supplied to every member of the governing body (and the headteacher if not a governor)

Appendix 2: Committee Term of Reference

PENWORTHAM PRIMARY SCHOOL

STAFF DISCIPLINE AND DISMISSAL COMMITTEE – TERMS OF REFERENCE

(Approved on the 12 July 2018 by Full Governing Body at AGM)

Membership, Quorum & Meetings

These are set out in the Governance Framework.

Responsibilities

1. To receive reports on the attendance of staff and if necessary to recommend dismissal.
2. To receive reports relating to staff discipline in accordance with laid down procedures and if necessary recommend dismissal.
3. To work within the governing body's agreed procedures.

NOTE: Model Procedures for Attendance and Dismissal, issued by the LA, allow for the governing body to empower the Staff Discipline and Dismissal Committee to sit as the Attendance and Dismissal Committee.

PENWORTHAM PRIMARY SCHOOL

STAFF DISCIPLINE AND DISMISSAL APPEALS COMMITTEE – TERMS OF REFERENCE

(Approved on the 12 July 2018 by Full Governing Body at AGM)

Membership, Quorum & Meetings

These are set out in the Governance Framework.

Responsibilities

1. To deliberate on any appeal, in accordance with laid down procedures, resulting from a decision by the Staff Discipline and Dismissal Committee or from any other appropriate staff related committee.

PENWORTHAM PRIMARY SCHOOL

ACHIEVEMENT AND CURRICULUM COMMITTEE – TERMS OF REFERENCE

(Approved on the 12 July 2018 by Full Governing Body at AGM)

Membership, Quorum & Meetings - As set out in the Governance Framework.

Accountability – this committee carries out its duties with full regard to the content of the current Ofsted Inspection Guidance for the areas of: ‘**Outcomes for Pupils**’ and ‘**Quality of Teaching, Learning and Assessment**’. It is responsible also for monitoring progress towards agreed SDP priorities, updates in line with the Statutory Policy Timetable and to check on the progress of key action plans within the School Development Plan.

Progress and Attainment

1. To ensure all aspects of statutory assessment arrangements are completed correctly.
2. To make recommendations to the Governing Body on assessment policies and procedures.
3. To consider all the available data provided by the school and the LA (using key data sources) Currently: internal school data, Lancashire LSIP and Department for Education Analyse School Performance Tool (ASP), and from this:
 - a. Set cohort predictions for the future and review our outcomes against previous predictions.
 - b. Compare current progress and attainment outcomes at key statutory assessment points against local and national levels.
 - c. To recommend key priorities for future development within the SDP.
4. To monitor pupil progress across the school and with specific reference to particular groups (to include Disadvantaged, SEND, Gender, Ethnicity, the most able, lower-attaining pupils).
5. To review school systems for reporting pupil attainment and progress to parents.

Teaching and Curriculum

1. To monitor the impact of the quality of teaching (against the teacher standards), pupil’s attitude to learning and curriculum planning on student outcomes.
2. To ensure that the curriculum provided meets statutory requirements.
3. To review how we feedback to pupils on both their learning successes and next steps.
4. To review the aims of the school curriculum in relation to the current statutory requirements, including Religious Education, Collective Worship, Sex and Relationship Education, Inclusion the Equality Act 2010.
5. To prepare or review any statutory curriculum policies/procedures which are the responsibility of the Governing Body.
6. To annually review and approve the SEND local offer and information report, ensuring it reflects the school’s SEND policy and provision.
7. To review end-of-year and start of year transition procedures across the school, including the school’s Induction Group.

8. To consider the role of homework in supporting effective learning, and recommend changes to policy and procedures as necessary.

PENWORTHAM PRIMARY SCHOOL

FINANCE, RESOURCING & STAFFING COMMITTEE – TERMS OF REFERENCE

(Approved on the 12 July 2018 by Full Governing Body at AGM)

Membership, Quorum & Meetings - As set out in the Governance Framework.

Accountability – this committee carries out its duties with full regard to the content of the current Ofsted Inspection Guidance for the areas of: **Leadership & Management and is accountable to the Full Governing Body.** It is responsible also for monitoring progress towards agreed SDP priorities, updates in line with the Statutory Policy Timetable and to check on the progress of key action plans within the School Development Plan.

Finance

1. To provide guidance and assistance to the Headteacher and the Governing Body on all financial issues.
2. To recommend to the Governing Body internal financial regulations for the financial management of the school in accordance with guidance issued by the Authority.
 - a. To consider appropriate arrangements to attain/continue to meet the Schools Financial Value Standard (SFVS).
 - b. To contribute to the school's development plan including consideration of the longer-term resource requirements of the school.
 - c. To consider and make recommendations on all finance policies of the school including those relating to charges, lettings and income.
3. To review and challenge budget plans presented by the Headteacher and to make recommendations to the Governing Body for approval.
 - a. To review budget monitoring reports relating to all public funds (i.e. school budget share and any other funds delegated and devolved by the LA).
 - b. To approve virements between budget headings where the value is in excess of the sum delegated to the Headteacher under the school's internal financial regulations.
 - c. To consider the appropriate level of reserves and balances, bearing in mind guidance produced by the Authority.
 - d. To annually agree the independent auditor to be used to audit unofficial school funds.
 - e. To review the audit reports, other relevant reports and accounts of all unofficial funds prior to presentation to the Governing Body, making recommendations as required.
4. To address any financial matters referred to it by the Governing Body.

Staffing

1. The Committee has agreed to automatically adopt LCC HR policies (including Pay) where they require no decision from the school. Where amendments are needed these will be discussed before adoption.
2. To ensure that appropriate job descriptions are in place.

3. To review the staffing structure regularly (teaching and non-teaching, posts of responsibility etc).
4. To ensure that all the procedures relating to the recruitment, selection and appointment of staff are in place, are carried out (in accordance with the school's delegation planner) and that they are reviewed following any changes in legislation.
5. To delegate to the Headteacher all provision of supply cover of under one term's duration.
6. To confirm that arrangements for staff appraisal (performance management) are in place.
7. To monitor the programme of staff development and training and ensure it meets the needs of the school development/improvement plan and of the staff.
8. To review and challenge termly reports on staff absence, if not already reported to the full Governing Body.
9. To review annually the unit total of the school and the effect, if any, on the ISR.

Resourcing

1. To exercise delegated responsibility for the extension or major alteration of premises, including key priorities identified within the 'Larger Projects' strand of the SDP Premises Maintenance and Development Plan.
2. To inspect annually the premises and grounds and prepare a statement of priorities for extension or major alteration, within the School Development Plan, for the approval of the Governing Body.
3. To act on behalf of the Governing Body in monitoring the implementation and progress of all building related alteration plans.
4. To determine the use of the school premises outside school session time including advice to the Governing Body on a possible charging policy, which must be determined by the Governing Body.

Notes:

- Membership is open to all governors, but governors who may stand to gain directly and indirectly from any decision must not take part in those decision making processes (see the schedule from the School Governance (Procedures),(England) Regulations 2003.
- The Committee agrees that the Bursar shall minute the Finance & Staffing Committee meetings, seeking approval of the minutes from the Chair prior to distribution.

PENWORTHAM PRIMARY SCHOOL

BEHAVIOUR, SAFETY, PREMISES MAINTENANCE COMMITTEE – TERMS OF REFERENCE

(Approved on the 12 July 2018 by Full Governing Body at AGM)

Membership, Quorum & Meetings - As set out in the Governance Framework.

Accountability – this committee carries out its duties with full regard to the content of the current Ofsted Inspection Guidance for the area of: **Personal Development, Behaviour and Welfare**. It is responsible also for monitoring progress towards agreed SDP priorities, updates in line with the Statutory Policy Timetable and to check on the progress of key action plans within the School Development Plan.

Health, Safety and Premises Maintenance

1. To provide support and guidance to the Headteacher on all matters relating to the maintenance of school premises and grounds, security and Health & Safety.
2. To exercise delegated responsibility for the condition and repair of premises, to include:
 - a. monitor the maintenance and upkeep of the school premises and grounds
 - b. inspect at least annually the premises and grounds and prepare a statement of priorities for maintenance
 - c. ensure the requirements of the Disability Discrimination Act are met
3. To review the school's Health & Safety Policy as and when required.
4. To ensure that arrangements are in place for the dissemination of Health & Safety information to all building users, including staff, pupils and visitors.
5. To promote co-operation between all employees at the school to achieve and to maintain a safe and healthy workplace for staff and pupils.
6. To advise the Governing Body with regard to its compliance with Health & Safety Regulations (including annual returns to LCC), including that a regular audit of risk assessment is undertaken, and to take action where necessary.
7. To examine safety inspection reports and to make recommendations where remedial action is required.
8. To monitor accident reports and fire drills and where appropriate recommend and take advice on remedial action.

Behaviour and Safeguarding

1. To receive reports on rates and incidences of bullying, including online incidences.
2. To monitor behaviour, attendance and punctuality data, making recommendation to the Governing Body as required.
3. To monitor data relating to safeguarding referral and close family working.
4. To monitor data on 'serious incidents', including incidences of fixed-term or permanent exclusion.
5. To review stakeholder views received in this area (to include Parental and Pupil Survey outcomes).
6. To review the school's approach to the teaching of:
 - a. Safeguarding
 - b. Health and Wellbeing
 - c. Online Safety
 - d. Spiritual Moral Social and Cultural education
7. To determine arrangements for the approval of educational visits from the school in accordance with the LA Policy and Guidelines.
8. To create and present the appeal against LA directions to admit pupils who have been permanently excluded from two settings previously.

PENWORTHAM PRIMARY SCHOOL

COMPLAINTS APPEALS COMMITTEE – TERMS OF REFERENCE

(Approved on the 12 July 2018 by Full Governing Body)

Purpose

The main purpose of this committee is to deal with appeals under the School's Procedures for Handling Complaints.

Membership, Quorum & Meetings

These are set out in the Governance Framework. These terms of reference are based on the County Council's Guidance on School Complaints Procedures for Schools. Committee members must be impartial and have no prior involvement with the complaint or the circumstances surrounding it. Meetings will be held when required to consider formal appeals made under the School's Procedures for Handling Complaints.

Responsibilities

Wherever possible the governing body would wish to see complaints resolved at an informal stage but:

1. The main function of the committee will be to undertake the duties of the governing body in the consideration of complaints made under the School's Procedures for Handling Complaints.
2. Complaints covered by statutory procedures will not be considered by this committee.
3. The committee will seek advice from the Senior Area Human Resources Officer or Governor Services Manager, as appropriate.
4. In considering the complaint the Complaints Appeals Committee will:
 - consider the written materials;
 - consider the complaint and the headteacher's (or chair's) action;
 - invite the headteacher or chair of governors (as appropriate) and the complainant to the meeting; and
 - seek advice and support as necessary;
5. At the end of their consideration, the committee will:
 - determine whether to dismiss or uphold the appeal in whole or part;
 - where the complaint is upheld, decide on appropriate action;
 - advise the complainant and headteacher (chair) of its decision;
 - advise the complainant of any further action they may wish to take if they remain dissatisfied;
 - arrange for amendments to be made to the School's Complaints Register and for the matter to be reported, in general terms, to the governing body.¹

¹ Guidance on School Complaints Procedures has more detailed information on the conduct of a Complaints Appeals Committee meeting.

The Chair of the Committee

The chair of the committee has a key role ensuring that:

- the remit of the Committee is explained to the parties and each party has the opportunity of putting their case without undue interruption;
 - key issues are addressed;
 - key findings of fact are made;
 - parents and others who may not be used to speaking at such a hearing are put at ease;
 - the rules of natural justice are followed;
 - the complainant is notified of the panel's decision, in writing, with details of any further rights of appeal; and
 - the governing body are notified of any changes to procedure or reviews of policy recommended by the committee.
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PENWORTHAM PRIMARY SCHOOL

PUPIL DISCIPLINE GOVERNOR REVIEW COMMITTEE – TERMS OF REFERENCE

(Approved on the 12 July 2018 by Full Governing Body at AGM)

Purpose

The main purpose of this committee is to deal with cases of fixed period or permanent exclusions and therefore the terms of reference are more prescriptive than for the working committees.

Membership, Quorum & Meetings

These are set out in the Governance Framework. Members of the committee considering a particular case should have no prior knowledge of that incident. Meetings to consider exclusions are held as and when necessary, within the prescribed timescales.

Responsibilities

1. To deal with cases of fixed period or permanent exclusion of pupils from the school, according to the prescribed procedures and current guidance.
2. In all cases, parents have the right to make representations and may, if they wish, be accompanied by a friend.
 - (a) To hear the case, see all relevant documents and allow representation to be made by the parents concerned.
 - (b) To consider and to decide whether to confirm the exclusion, or direct the reinstatement of the pupil, as appropriate to the particular case.
 - (c) To inform parents, the headteacher and the LA of the decision.

The governing body's duty to consider an exclusion (guidance as at September 2012)

1. The governing body has a duty to consider parents' representations about an exclusion.
2. The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:
 - the exclusion is permanent;
 - it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
 - it would result in a pupil missing a public examination or national curriculum test.
3. If requested to do so by the parents, the governing body must consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if a pupil would be excluded from school for more than five school days, but not more than 15, in a single term.

4. Where an exclusion would result in a pupil missing a public examination or national curriculum test there is a further requirement for a governing body, so far as is reasonably practicable, to consider the exclusion before the date of the examination or test. If this is not practicable, the chair of governors may consider the exclusion independently and decide whether or not to reinstate the pupil. These are the only circumstances in which the chair can review an exclusion decision alone. In such cases parents still have the right to make representations to the governing body and must be made aware of this right.
5. The following parties must be invited to a meeting of the governing body and allowed to make representations:
 - parents;
 - the head teacher; and
 - a representative of the local authority.
6. The governing body must make reasonable endeavours to arrange the meeting for a date and time that is convenient to all parties, but in compliance with the relevant statutory time limits set out above. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.
7. In the case of a fixed period exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

PENWORTHAM PRIMARY SCHOOL

PAY COMMITTEE – TERMS OF REFERENCE

(Approved on the 12 July 2018 by Full Governing Body at AGM)

Membership, Quorum & Meetings: As set out in the Governance Framework.

Responsibilities

1. To implement the school's pay policy including pay for individual members of staff.
2. Following the annual appraisal process:
 - (a) to receive recommendations from the Headteacher Performance Management Committee and to agree any salary progression on the Individual School Range (ISR) of the Headteacher in the light of those recommendations;
 - (b) to review annually for September the salaries of all teaching staff, including all other members of the leadership group, and to agree any salary progression in light of recommendations made by the Headteacher;
 - (c) to provide all staff with a statement of salary
3. To determine whether any powers in relation to pay matters should be delegated to the Headteacher. (e.g discretionary payments)
4. To prepare and apply criteria to be used in the application of discretionary pay elements and relate these to job descriptions.
5. To implement the statutory and discretionary elements of the School Teachers' Pay & Conditions Document and to have regard to national and local grading agreements and Local Authority advice on grading levels in respect of Support Staff, having regard to employment legislation, equal pay and the Governing Body's policy on equal opportunities.
6. To have regard to guidance issued by the Authority and professional organisations as appropriate, and where necessary to seek advice.

Notes:

- (a) Membership of this committee is open to all governors, but governors who may stand to gain directly or indirectly from any decision made by the committee must not take part in those decision-making processes (see Reg. 16(b) and Sch 1 of The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 as amended).

- (b) Other than the Headteacher, no governor who is paid to work at the school may take part in any decisions about the pay or performance appraisal of any individual employed to work at the school. The Headteacher must withdraw from the meeting where his/her own pay or performance appraisal is being considered.
- (c) The normal rules of withdrawal also apply (Sch. 1, The School Governance (Roles Procedures and Allowances) (England) Regulations 2013 as amended).

PENWORTHAM PRIMARY SCHOOL

PAY APPEALS COMMITTEE – TERMS OF REFERENCE

(Approved on the 12 July 2018 by Full Governing Body at AGM)

Membership, Quorum & Meetings: As set out in the Governance Framework.

Responsibilities

1. To consider appeals against pay determination submitted by teachers in accordance with the relevant provisions of the current year's School Teachers' Pay and Conditions Document.
2. To make pay determinations arising out of their consideration of the appeal.

Process to be followed at meetings of the Pay Appeals Committee

The teacher and his/her representative are entitled to be present at all times, except when any matter falls solely to the Pay Appeals Committee to consider. The teacher and their representative will be entitled to make submissions and ask questions.

Where the appellant is the Headteacher the role normally ascribed to the Headteacher as set out below will be undertaken by the Chair of the Pay Committee.

- (1) The Committee will invite the teacher to present their appeal to the meeting and invite cross examination. The teacher will be entitled to call witnesses. The introduction of relevant additional documentary evidence will be allowed.
- (2) The teacher will then be available for questioning by both the Headteacher and members of the Committee.
- (3) The Committee will invite the Headteacher to present any response they may wish to make to the appeal. The Headteacher will also be able to call witnesses. The introduction of relevant additional documentary evidence will be allowed.
- (4) The Headteacher will then be available for questioning by the teacher, their representative and members of the Committee.
- (5) The teacher and then the Headteacher, in that order, have the right to make a final or closing statement to the Committee

All other parties will then withdraw and the Committee will consider the appeal and reach a decision.

The Clerk to the Governors and other officers of the Authority, if present, should take no part in the proceedings, but will remain with the Committee to provide procedural advice. They may also make available any notes taken of the evidence and will record the decision of the Committee.

If the Committee decide that further questions need to be asked, or clarification is required, the full meeting will be resumed.

When the Committee has reached a decision, both parties will be asked to return to the meeting and the Clerk to the Governors will communicate the decision.

The Clerk to the Governors will document the proceedings of the meeting and will confirm the decision in writing to the teacher and the Headteacher and the Governors who heard the case within five working days of the conclusion of the meeting.

Appendix 3: Role Profiles

Role Profile - Chair of Governors

Summary

The chair delegates roles and ensures other governors are fully involved. Ensuring the governing body work as a team and that all governors contribute towards corporate decisions. The chair leads the governing body that:

- **Has a strategic role** - help to set and maintain the broad framework within which the head teacher and the staff should run the school
- **Acts as a critical friend** - provide the head teacher with support and offer advice and information. The governing body it is there to monitor and evaluate the schools effectiveness and governors should therefore be prepared to ask challenging questions
- **Ensures accountability** - the governing body is accountable to all stakeholders on the school's overall performance

Key roles

- To make sure that the governing body's affairs are conducted in accordance with the law
- To report any urgent action taken on behalf of the governing body, making sure it is fully explained
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision making
- To establish and foster an effective relationship with the head teacher based on trust and mutual respect for each other's roles
- To ensure that the governing body acts as a sounding board to the head teacher and provides strategic direction
- To carry out any duties delegated by the governing body, be seen in school regularly, attend school functions or make sure another governor represents them, work with the Local Authority, be accessible to other governors, staff and parents and meet governors from other schools
- To use time effectively by planning the years cycle of meetings (including convening the meetings in line with the governance framework) and a timetable for action.
- To make it clear that all governors must accept collective responsibility for decisions taken at governors' meetings
- Construct and agree the agenda for meetings, together with the clerk, taking account of the recommendations of the head teacher and requests from other governors, and keep good order in meetings
- Ensure governors' participation during and between meetings
- Ensure all decisions are understood and that necessary action is taken
- Ensure governors receive all relevant information and materials (in line with the governance framework)
- Check that decisions taken by the governing body are enacted
- Ensure that governors know and follow the rules and codes of conduct ensuring democracy
- Listen and be a critical friend to the headteacher

- Report decisions of the governing body to parents (principally through an annual report to parents (to be published on the website) to cover the principal activities and decisions of the governing body during the last year), staff and others regularly
- Co-ordinate the governing body role in OFSTED Inspections and Local Authority reviews.
- Monitoring the work of the governing body.
- Attend Local Authority briefings
- Involve the vice chair so that he/she is in a position to act if you are not available
- The Chair will instigate an initial contact with a new governor (shortly after appointment or election) to welcome the new governor to the governing body and to provide a copy of the “Governor Induction, Training and Development Policy”.

Key skills:

- Leadership
- Management of effective meetings
- Organisation
- Impartiality
- Delegation skills
- Good time management
- Excellent people skills

Role Profile – Vice-Chair of Governors

Summary

- To work closely with the chair of governors. Supporting the chair in ensuring other governors are fully involved and the governing body work as a team and all governors contribute towards corporate decisions.

Key roles

- To liaise on a regular basis with the chair and head teacher to ensure the vice chair is fully informed
- To take on responsibilities delegated to them by the chair
- To deputise for the chair in their absence
- To establish and foster an effective relationship with the head teacher based on trust and mutual respect for each other's roles
- To be seen in school regularly, attend school functions or make sure another governor represents them, work with the Local Authority, be accessible to other governors, staff and parents and meet governors from other schools
- To use time effectively by planning the years cycle of meetings and a timetable for action in conjunction with the chair
- Ensure governors' participation in and between meetings
- Listen and be a critical friend to the head teacher
- Attend Local Authority briefings

Key skills:

- Leadership
- Management of effective meetings
- Organisation
- Impartiality
- Delegation skills
- Good time management
- Excellent people skills

Role Profile - Chair of Committee

Summary

The role of the Chair of a Committee is outlined below.

Key roles

- To make sure that the committee's affairs are conducted in accordance with the law
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision making
- To establish and foster an effective relationship with the head teacher based on trust and mutual respect for each other's roles
- To use time effectively by planning the years cycle of committee meetings (including convening the meetings in line with the governance framework) and a timetable for action.
- To make it clear that all governors must accept collective responsibility for decisions taken at committee meetings
- Construct and agree the agenda for meetings, together with the clerk, taking account of the recommendations of the head teacher and requests from other members of the committee, and keep good order in meetings
- Ensure all decisions are understood and that necessary action is taken
- Ensure governors receive all relevant information and materials (in line with the governance framework)
- Check that decisions taken by the committee are enacted
- Ensure that governors know and follow the rules and codes of conduct ensuring democracy
- Listen and be a critical friend to the headteacher
- Ensuring the work of the committee is consistent with its agreed remit (delegated authority) as outlined in the Terms of Reference.
- The Chair will act as mentor (in line with the school's governor induction, training and development policy) for new governors allocated to the committee to which they are Chair.

Key skills:

- Leadership
- Management of effective meetings
- Organisation
- Impartiality
- Good time management
- Excellent people skills

Appendix 4: The Role of the Nominated Governor at Penwortham Primary School

Strategic Role of Nominated Governors:

- help the governing body understand and monitor their area
- ensure that regular consideration is given to matters surrounding their area
- act as a link, alongside the headteacher, between the school and the governing body on delegated matters
- liaise with the relevant bodies within the school to provide help and support to policy, planning and development
- attend organised training events related to the area

Operational Role of Nominated Governors:

- meet with the linked staff members at least once each term to discuss how the implementation of the strategy is working
- meet with the headteacher from time to time to become better informed about school issues surrounding the area
- use termly visits to talk with teachers and see some daily operation
- report termly to the Full Governing Body
- attend some INSET courses
- be involved in the school's attempts to inform parents and involve them in their children's learning/education

Nominated Governor form to structure visits and to provide feedback to the Full Governing Body:

Date of visit:

Area:

Key link staff:

Prompt	Notes
Have there been any recent statutory changes within this area? Are there any planned changes in the near future?	
Are there key strategic decisions that need to be brought to the attention of the governing body?	
What progress has been made recently towards the completion of actions from within the SDP?	
What key actions remain as outstanding?	
What training has occurred recently, and to which group(s) of staff?	
What are the perceived next steps for training, and for whom?	
How can governors support staff further within this area?	
What key sources of evidence are there for recent progress in this area?	
Are there any key resource requirements that the governing body need to consider?	
What information do we need to communicate with our stakeholder groups?	
How well do you feel this area is moving forward?	
What are the agreed focus areas for the nominated governor visit?	

Specifics to the Role of the Nominated Governor for Safeguarding/Child Protection

- ensuring, in liaison with the headteacher/senior designated lead, that the school has a child protection policy and procedures in place. These should be reviewed and updated as required (annually);
- ensuring that an annual item is placed on the governing body agenda to report on changes to child protection policy/procedures, the number of incidents/cases (without details or names) and the place of child protection issues in the school curriculum;
- ensuring that appropriate child protection training is accessible for, and is undertaken by, the senior designated teacher and other staff, at appropriate intervals (ie recommend every 2 years);
- liaison (with due regard for issues of confidentiality) with the headteacher/senior designated teacher re allegations of child abuse;
- liaison with the Children and Young People Directorate, Social Services Directorate and the Police in relation to allegations of abuse made against the headteacher, including attendance at strategy meetings. This responsibility rests with the chair of governors only. *(Where another member of the governing body carries the role of child protection governor, their responsibility is to ensure that all school staff are aware of the existence of the relevant procedures in respect of allegations against staff);*
- attendance at training for designated governors;
- working with the headteacher to ensure that the school undertakes an annual safeguarding audit, which is reported to the governing body;
- ensuring that appropriate safeguarding arrangements are in place for all third party activities on the school premises.

The Nominated Governor for Headteacher Well-being

Purpose: To assist the Governing Body in its statutory duty to maintain an overview of headteacher well-being in order to ensure an appropriate work / life balance.

Within regular formal and informal meetings, the following areas should be considered:

- a. Is anything causing you particular stress at the moment?
- b. Resources: Are there sufficient staff, with appropriate distribution of responsibilities, are staff empowered, are other resources (eg: IT) adequate?
- c. Are you able to get desk time free from interruptions so that you have time to deal with what is important as well as what is urgent?
- d. Is there dedicated headship time to concentrate on leadership, management, vision, and strategy?
- e. Are you able to work away from school on particular projects (like the budget)?
- f. Are you able to take a lunch break – would you be able to leave the building?
- g. Are you able to leave school at a reasonable time most nights?
- h. Is there an evening mid week free from meetings, concerts etc?
- i. Are your training needs being met?
- j. Does the timing and length of (governors) meetings allow you to get home at a reasonable time in terms of returning to work the next day? (There should be an 11 hour gap legally – 11 consecutive hours rest in 24 – although compensatory rest can be given)
- k. Could some / more meetings take place in school time?
- l. Do you consider your work / life balance acceptable?

Notes

1. Governors are an important source of praise, encouragement and acknowledgement of achievement for the headteacher.
2. While a formal written report to the full governing body would not seem appropriate, there needs to be confirmation that headteacher well-being is being monitored, issues identified and action taken / support given.
3. Where concerns do arise, the nominated governor should feel able to liaise with the chair or vice chair of governors re appropriate support, intervention or other action.

Lancashire Governor Services

The Role of Training Link Governors

The Training Link Governor is a key role on the governing body. An effective training link governor, working with the Chair, can help to establish a culture of ongoing training and development leading to more effective governance.

The role of the Training Link Governor is to:

- identify and provide information on training and development opportunities to the governing body
- ensure that training and development is included on the governing body's agenda
- support the induction and mentoring of new governors
- ensure that sufficient resources are allocated to support governor development and training
- ensure that regular skills audits are carried out to help identify the governing body's training needs
- liaise with Governor Services/other schools to organise or co-ordinate whole governing body or cluster training
- on behalf of the governing body, to maintain records of governors' skills and training undertaken.

Most Governor Services' training and development sessions are offered to individual schools or groups of schools in their own locality, at times and days to suit them. Joining with other governing bodies gives you the advantage of sharing experiences, concerns and solutions. Such arrangements would of course be more economical but are not always appropriate, depending on the training your governing body requires.

The training link governor liaises with Governor Services Training Team about their governing body's training needs. The team can provide advice, guidance and support to help the governing body to plan appropriate training and development.

Courses can be arranged for days, dates and times to suit your governing body.

Support for Training Link Governors

At the start of each term, Governor Services publishes a newsletter for training link governors via the Schools' Portal. This contains information about recent and planned developments in the training and support of governors.

All training link governors receive an information pack to help them, and additional support is available by contacting the Training and Development Team on 01257 516152 01257 516153 or 01257 516154. You can also email: governors.training@lancashire.gov.uk.



Appendix 4: Governing Body Delegation Plan

Notes: NGA Guidance: Maintained Governing Body Delegation Planner

Governing bodies are accountable in law for all major decisions about the school and its future. However, this does not mean that they are required to carry out all the work themselves. Many of the tasks can and should be delegated to individuals and committees. It is vital that the decision to delegate a task/responsibility to an individual is made by the full governing body and recorded – without such a formula, the individual/committee has no power to act.

The table below sets out the major areas of responsibility for governing bodies and who they can delegate each task to; it also records where the NGA does not think that, even if a task/responsibility can be delegated, this would be good practice.

Key

Level 1: Full governing body

Level 2: A committee of the governing body

Level 3: An individual governor

Level 4: Headteacher.

Blue box Function **cannot** be legally carried out at this level.

✓ box: **Penwortham Primary School's level of delegation**

* Although legally possible to delegate to this level, the NGA would not recommend it. Significant decisions, monitoring and evaluation are best undertaken by the governing body or a committee with delegated authority, not by individuals. As long as it is in line with the regulations governing bodies are free to decide for themselves.

- The governing body is responsible for the strategic direction of the school
- Committees can be given delegated authority to make decisions, monitor, evaluate and review particular plans, policies and targets. The head and staff play the major role in formulating plans, policies and targets to bring to committees or to the governing body for discussion prior to adoption by the full governing body.
- The head is responsible for internal organisation, management and control of the school and is accountable to the governing body.
- Although decisions may be delegated, the governing body as a whole remains responsible for any decision made under delegation.

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
Budgets	1.	To approve the first formal budget plan each financial year	✓				FRS recommend to FGB for approval
	2.	To agree annual action plans and monitor how school premiums are spent (i.e. PE and sports premium and the pupil premium)		✓	✗	✗	FRS
	3.	To monitor monthly expenditure		✓	✗	✓	Monthly HT, Termly FRS
	4.	To establish a charging and remissions policy		✓	✗	✗	FRS
	5.	To enter into contracts (GB should agree financial limits)		✓	✗	✓	H/T subject to Internal Financial Regulations. Otherwise FRS
Staffing	6.	Appoint selection panel for headteacher	✓				FGB
	7.	Appoint selection panel for deputy head	✓				FGB

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
	8.	Appoint selection panel for other members of the senior leadership team	✓	x	x	x	FGB for HT/DHT/AHT. Other SLT members via FRS
	9.	Ratify or reject decisions of appointed selection panels	✓				HT/DHT/AHT only
	10	Appoint other teachers	x	x	x	✓	Panel Members must be appointed by the FRS
	11	Appoint non-teaching staff	x	x	x	✓	One member of panel must be agreed by FRS chair
	12	To put in place a pay policy		✓	x		FRS
	13	To make pay decisions in line with the pay policy and legal requirements ¹	x	✓	x		Pay Committee
	14	Dismissal of headteacher	x	✓	x		STAFF DISCIPLINE AND DISMISSAL COMMITTEE
	15	Initial dismissal of other staff	x	✓	x		As HR policy. Final written warning and dismissal decision are not delegated to the HT
	16	Suspending head	x	✓			COG followed by FGB confirmation
	17	Suspending staff (except head)	x	x	x	✓	HT

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
	18	Ending suspension (head)		✓			Staff Discipline and Dismissal Committee
	19	Ending suspension (except head)		✓			Staff Discipline and Dismissal Committee
	20	Setting the overall staffing structure		✓	✗	✗	FRS
	21	In voluntary and foundation schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights			✗		n/a
	22	Determining dismissal payments/ early retirement		✓	✗	✗	FRS
	23	To produce and maintain a central record of recruitment and vetting checks	✗	✗	✗	✓	With termly validation by Safeguarding Governor to FGB
	24	Establish and review procedures for addressing staff discipline, conduct and grievance	✓				FGB
Curriculum	25	Ensure National Curriculum (NC) taught to all pupils		✓	✗	✓	A&C, with HT ensuring operational delivery
	26	To consider any disapplication for pupil(s)	✗	✗	✗	✓	HT
	27	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)			✗	✗	N/A

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
	28	Establish and review a sex and relationships education policy (including in primary schools where the GB must decide whether to teach sex education) and ensure that parents are informed of their right to withdraw their children	x	x	x	✓	FGB should decide as to whether to teach sex education prior to each policy review. A&C approves policy and H/T ensures parents are informed of their right to withdraw.
	29	Provide clear advice, informed by statutory guidance, on which a strategy for careers advice and guidance can be based	x	x	x		N/A
	30	Responsibility for ensuring that provision of religious education (RE) meets statutory requirements and/or the requirements of any trust deed		✓	x	✓	A&C, with HT ensuring delivery
	31	To ensure that all pupils take part in a daily act of collective worship in line with statutory requirements				✓	HT
Extra-curricular provision	32	To decide whether to offer additional activities and what form these should take	✓	x	x	x	FGB framework. HT specifics
	33	To put into place the additional services provided	x	x	x	✓	HT
	34	To decide whether to stop providing additional activities	✓	x	x	x	FGB framework. HT Specifics
Performance management	35	To adopt and review teacher appraisal policy		✓	x		FRS
	36	To appoint the panel to carry out the appraisal of the head	✓		x		FGB at AGM

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
nt	teacher					
	37 To carry out appraisal of other teachers (or delegate to line managers in the school)				✓	HT
Discipline/ exclusions	38 To review all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination		✓			Pupil Discipline Governor Review Committee (Can be delegated to COG in in certain cases of urgency defined by the regulations)
	39 To produce a set of written principles for the school behaviour policy and present these for consultation		✓			BSPM
	40 To draft the content of the school behaviour policy and publicise it to staff, students and parents.		✓			BSPM
Admissions	41 To annually determine admission arrangements (VA and foundation schools)					n/a
	42 To carry out consultation where changes to admission arrangements are proposed, or the governing body has not consulted on their arrangements in the last seven years (VA and foundation schools)					n/a
	43 Admissions: application decisions (Governing bodies of VA and foundation schools must establish a dedicated admissions committee to allocate places, where they choose to delegate	x				n/a

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
	authority to committee level)					
	44 To establish and publish an admissions appeal timetable (VA and foundation schools)	x				n/a
	45 To appeal against LA directions to admit pupil(s) (voluntary, foundation and special schools; also community and VC schools where LA is the admissions authority) <i>(Only applies in cases where pupil has been permanently excluded from two settings)</i>	x	✓			BSPM (additional meeting would be called to decide representative and appeal case)
Premises & insurance	46 Buildings insurance and personal liability– GB to seek advice from LA, diocese or trustees where appropriate	✓	x	x		FGB
Health & safety	47 To ensure a health and safety policy and procedures are in place		✓	x		BSPM
	48 To ensure that health and safety regulations are followed	x	x	x	✓	HT
	49 To publish proposals to change category of school	✓		x	x	FGB
	50 To decide whether to convert to academy status ²	✓	x	x	x	FGB
School	51 Propose to alter voluntary foundation or foundation special school		x	x	x	n/a

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
organisatio n	52	Propose to discontinue voluntary foundation or foundation special school					n/a
	53	To set the times of school sessions and the dates of school terms and holidays (except in community, special and VC schools where this is the LA's role)	✓	✗	✗		FGB
	54	To ensure that school lunch nutritional standards ³ are met	✗	✗	✗	✓	HT
	55	To establish a data protection policy and review it at least every two years and register with the Information Commissioner's Office	✗	✓	✗	✓	FRS. HT to register annually
	56	Maintain a register of pupil attendance	✗	✗	✗	✓	HT
	57	To ensure provision of free meals to those pupils meeting the criteria, including Universal Infant Free School Meals (if applicable)	✗	✗	✗	✓	HT
Information for parents	58	To determine whether to publish a home-school agreement (no longer a statutory requirement)	✓	✓	✗		FGB whether to. BSPM details
	59	Overall responsibility for ensuring that statutory req's for information published on the school website, including details of governance arrangements, are met	✓		✗	✗	FGB overall. COG to report to FGB at least annually. HT to ensure the website is kept in line with statutory requirements

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
	60	To establish, publish and review a complaints procedure		✓	✗	✗	FRS
	61	To establish and publish a Freedom of Information scheme and ensure the school complies with it	✓		✗	✓	FGB to publish. HT for compliance
GB roles, procedures and development	62	Ensure focus on three core strategic functions: 1. Ensuring clarity of vision, ethos and strategic direction 2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff 3. Overseeing the financial performance of the school and making sure its money is well spent	✓				FGB
	63	To draw up an instrument of government and any amendments thereafter	✓				FGB
	64	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body	✓				FGB
	65	To appoint and dismiss the clerk to governors	✓		✗	✗	FGB
	66	To appoint and remove co-opted governors	✓				FGB
	67	To appoint local authority governors	✓				FGB

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
	68	To set up and publish a register of governors' business and pecuniary interests	✓		x		FGB
	69	To set the structure and remit of the governing body and any committees including governor appointment details, term of office and attendance record	✓				FGB
	70	To publish the structure and remit of the governing body and any committees including governor appointment details, term of office and attendance record	x	x	x	✓	HT
	71	To submit governor information to the DfE database of governors via Edubase	x	x	x	✓	HT
	72	To approve and set up a governors expenses scheme		✓	x	x	FRS
	73	To consider whether or not to exercise delegation of functions to individuals or committees	✓				FGB
	74	To regulate the GB procedures (where not set out in law)	✓				FGB
	75	To agree governor induction and training programme	✓				FGB
	76	To review progress against strategic plan and evaluate governing body performance	✓				FGB

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
Formal Collaboration	77	To consider forming or joining a group of schools	✓				FGB
Academies	78	To consider approach and time scale to academy conversion	✓				FGB
	79	To consider forming or joining an existing Multi-academy-trust (MAT)	✓				FGB
Federations	80	To consider forming a federation or joining an existing federation	✓				FGB
	81	Review of structure including any subsequent conversion to MAT status	✓				FGB
Inclusion and equality	82	To establish and approve a special educational needs (SEN) policy	✓				FGB
	83	To publish and update at least annually a SEN information report (meeting requirements set out in the Special Educational Needs and Disability Regulations 2014)	✓	✓	x		Policy FGB. Information report annually via A&C
	84	To designate a qualified teacher to be responsible for co-ordinating SEN provision (the SENDCO)	x	x	x	✓	HT
	85	To appoint a designated teacher for looked-after children	x	x	x	✓	HT

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
	86	To establish an accessibility plan and review it every three years		✓	x		BSPM
Safeguarding	87	To have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the <i>Prevent</i> duty into the child protection policy	✓				FGB
	88	To adopt and review annually a child protection policy and relevant procedures	✓		x		FGB