



## Governing Body Delegation Plan – Summer 2021

### 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.

**Green Box:** **Penwortham Primary School's proposed 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 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	✓				FRP 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)		✓	x	x	ACSB
	3.	To monitor monthly expenditure		✓	x	✓	Monthly HT, Termly FRP
	4.	To establish a charging and remissions policy		✓	x	x	FRP
	5.	To enter into contracts (GB should agree financial limits)		✓	x	✓	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
	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 FRP
	11	Appoint non-teaching staff	x	x	x	✓	One member of panel must be agreed by FRP chair

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
	12	To put in place a pay policy		✓	✗		FRP
	13	To make pay decisions in line with the pay policy and legal requirements <sup>1</sup>	✗	✓	✗		Pay Committee
	14	Dismissal of headteacher	✗	✓	✗		STAFF DISCIPLINE AND DISMISSAL COMMITTEE
	15	Initial dismissal of other staff	✗	✓	✗		As HR policy. Final written warning and dismissal decision are not delegated to the HT
	16	Suspending head	✗	✓			COG followed by FGB confirmation
	17	Suspending staff (except head)	✗	✗	✗	✓	HT
	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		✓	✗	✗	FRP
	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		✓	✗	✗	FRP

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
	23	To produce and maintain a central record of recruitment and vetting checks	x	x	x	✓	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		✓	x	✓	ACSB, with HT ensuring operational delivery
	26	To consider any disapplication for pupil(s)	x	x	x	✓	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)			x	x	N/A
	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. ACSB 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	✓	ACSB, with HT ensuring delivery

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
	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		FRP
	36	To appoint the panel to carry out the appraisal of the head teacher	✓		x		FGB
	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		✓			<b>Pupil Discipline Governor Review Committee</b> (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		✓			ACSB
	40	To draft the content of the school behaviour policy and publicise it to staff, students and parents.		✓			ACSB

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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 authority to committee level)	x				n/a
	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	✓			ACSB (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		FRP

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
	48	To ensure that health and safety regulations are followed	x	x	x	✓	HT
School organisatio n	49	To publish proposals to change category of school	✓		x	x	FGB
	50	To decide whether to convert to academy status <sup>2</sup>	✓	x	x	x	FGB
	51	Propose to alter voluntary foundation or foundation special school		x	x	x	n/a
	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)	✓	x	x		FGB
	54	To ensure that school lunch nutritional standards <sup>3</sup> are met	x	x	x	✓	HT
	55	To establish a data protection policy and review it at least every two years and register with the Information Commissioner's Office	x	✓	x	✓	FRP. HT to register annually
	56	Maintain a register of pupil attendance	x	x	x	✓	HT
57	To ensure provision of free meals to those pupils meeting the criteria, including Universal Infant Free School Meals (if applicable)	x	x	x	✓	HT	

Area		Function	Level				In our school, this responsibility is delegated to:
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Information for parents	58	To determine whether to publish a home-school agreement (no longer a statutory requirement)	✓	✓	✗		FGB then ACSB
	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
	60	To establish, publish and review a complaints procedure		✓	✗	✗	FRP
	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



Area		Function	Level				In our school, this responsibility is delegated to:
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	66	To appoint and remove co-opted governors	✓				FGB
	67	To appoint local authority governors	✓				FGB
	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	FRP
	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	✓				FGB

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
	governing body performance					
<b>Formal Collaboration</b>	77 To consider forming or joining a group of schools	✓				<b>FGB</b>
<b>Academies</b>	78 To consider approach and time scale to academy conversion	✓				<b>FGB</b>
	79 To consider forming or joining an existing Multi-academy-trust (MAT)	✓				<b>FGB</b>
<b>Federations</b>	80 To consider forming a federation or joining an existing federation	✓				<b>FGB</b>
	81 Review of structure including any subsequent conversion to MAT status	✓				<b>FGB</b>
<b>Inclusion and equality</b>	82 To establish and approve a special educational needs (SEN) policy	✓				<b>FGB</b>
	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		<b>Policy FGB. Information report annually via A&amp;C</b>
	84 To designate a qualified teacher to be responsible for co-ordinating SEN provision (the SENDCO)	x	x	x	✓	<b>HT</b>
	85 To appoint a designated teacher for looked-after children	x	x	x	✓	<b>HT</b>

Area		Function	Level				In our school, this responsibility is delegated to:
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	86	To establish an accessibility plan and review it every three years		✓	*		FRP
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	✓		*		FGB