



CHURCHILL
SCHOOL

Governors' Handbook

2017-2018

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Introduction

The purpose of this document is to assist governors in their understanding of their role on the Governing Body. The document is subject to annual review in order to reflect current processes and structure of the Governing Body. This document explains the general operating procedures adopted by the Governing Body of Churchill Special Free School and should be read in conjunction with our Articles and the relevant legislation. Particular attention should be paid to the Governors Code of Conduct policy. Governors who do not adhere to the Code of Conduct will be asked to consider their future role as a Governor

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

Current Governors

Category	Name	Email
Trust	<ul style="list-style-type: none">• Dr Tim Coulson (Chair)• Mrs Denise O'Brien• Mr Pat Hanlon• Mrs Rosie Smithson	tcoulson@swatrust.co.uk do'brien@churchillschool.co.uk phanlon@churchillschool.co.uk rsmithson@swatrust.co.uk
Parents	<ul style="list-style-type: none">• Ms Paula Allen• Mr Rob Ballard	pallen@churchillschool.co.uk rballard@churchillschool.co.uk
Staff	<ul style="list-style-type: none">• Mrs Georgina Ellis• Mrs Kirsty Richards• Mrs Debbie Richardson	headteacher@churchillschool.co.uk krichards@churchillschool.co.uk drichardson@churchillschool.co.uk

Named Governors of the Governing Body

Appeals	Ad Hoc
Chair of Governors	Tim Coulson
Vice Chair	Rosie Smithson
Health and Safety	Debbie Richardson
SEN	Rosie Smithson
Safeguarding	Rosie Smithson
LAC	Kirsty Richards
Pupil Premium	Paula Allen
Careers	Denise O'Brien

Cycle of Tasks and Responsibilities

The Governing Body should have:

- A cycle of policy reviews throughout the year
- Governor training each term - encouraging new members to attend training courses
- A discussion concerning Governing Body membership each term and prepare a plan to fill vacancies
- Declaration of pecuniary interests as a standing item on every agenda

Reminders for Autumn Term

Governing Body Meeting

- Conduct election of officers
- Agree meeting dates, times for year
- Review governor membership on appointment panels
- Review committee terms of reference
- Agree delegated powers
- Agree committee membership
- Appoint SEN, LAC Governor etc.
- Update register of pecuniary interests (Governors and Associate Members)
- Ensure nominated governor has completed Safer Recruitment training
- Agree focus of Whole Governing Body Training
- Receive Headteacher's report
- Receive updated School Development Plan

There may be an additional meeting held at any point if necessary e.g. due to changes in policy, in response to statutory changes or the requirement of additional documentation.

Reminders for Spring Term

Governing Body Meeting

- Review Governing Body Membership/End Dates
- Receive Headteacher's Report
- Review progress against School Development plan
- Plan expenditure for Governor Training and decide priorities.
- Approve annual safeguarding return
- Update register of pecuniary interests (Governors and Associate Members)

There may be an additional meeting held at any point if necessary e.g. due to changes in policy, in response to statutory changes or the requirement of additional documentation.

Reminders for Summer Term

Governing Body Meeting

- Monitor progress on School Improvement Plan
- Review attendance targets and data
- Receive reports on Performance Management
- Review Governor Training and its value for money
- Receive Headteacher's Report
- Review arrangements for recruitment of new governors and their induction
- Conduct annual Governing Body self-evaluation
- Review Governing Body procedures
- Review safeguarding arrangements
- Note and agree school diary dates
- Update register of pecuniary interests (Governors and Associate Members)

There may be an additional meeting held at any point if necessary e.g. due to changes in policy, in response to statutory changes or the requirement of additional documentation.

Executive Principal

The Headteacher is accountable to the Executive Principal, who is accountable to the Board of the Samuel Ward Academy Trust. The role of the Executive Principal relates to performance, quality and outcomes. To achieve this, the key operational features of the role are monitoring, challenge and support.

The Executive Principal

- ensures that the school's performance is maintained as outstanding under every Ofsted category
- ensures that the vision is in line with that of the Trust
- ensures that the curriculum, pastoral and other systems realise that vision
- ensures that the development targets are appropriate
- holds the Headteacher of School to account and ensures that robust monitoring systems are in place
- works with all back office systems to ensure value for money and effective resources.

Headteacher

The Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets, which are established by the Governing Body.

The Headteacher:

- is responsible for the internal organisation, management and control of the school
- advises on, and implements the governing body's strategic framework
- formulates aims and objectives, policies and targets for the Governing Body to consider adopting
- reports on progress to the Governing Body at least once a term
- formulates and implements the policies for leading the school towards the set targets
- gives the Governing Body enough information to ensure that the governors are confident that delegated responsibilities and the Headteacher's responsibilities have been met
- is, along with the other professional staff, accountable to the Governing Body for the school's performance
- draws up and submits to the Governing Body an annual budget plan for the school's funding, and any proposals for revisions to the budget plan as required by changing circumstances.

Other activities delegated to the Headteacher by the Governing Body

The Governing Body can delegate much of its financial responsibility to the Headteacher. The Headteacher has delegated responsibility for:

- leading and managing the creation of a strategic plan (the School Development Plan), underpinned by sound resource planning and which identifies targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement
- ensuring that DfE requirements are implemented
- establishing sound internal financial controls to be managed on a daily basis by the Headteacher and the Business Manager
- ensuring the effective implementation of current financial systems and procedures described in the Financial Management Handbook (even in the absence of key staff)
- compiling draft budgets for the Governing Body and appropriate committees
- producing regular reconciled budget/financial reports to the Governing Body, DfE as appropriate.

Responsibilities of the Headteacher: Management of Resources

The Headteacher ensures that resources are efficiently and effectively deployed to achieve the school's aims and objectives and is responsible for:

- creating a productive, disciplined learning environment
- day-to-day management, organisation and administration of the school
- meeting regularly with the Finance Manger to discuss the budget profile and make any necessary adjustments
- obtaining governors' approval for any budget virements above the delegated authority level
- considering and responding promptly to recommendations in school/audit inspection reports and advising governors of results and any remedial action to be implemented
- ensuring the maintenance of accurate and current inventories of all portable items
- ensuring the adequacy of the school's insurance arrangements as part of the annual financial review
- implementing school pay policy and appointment procedures
- planning for effective monitoring, evaluating and reviewing of the plan to secure progress and school improvement
- thinking creatively and imaginatively to anticipate and solve problems and identify opportunities
- ensuring that resourcing and staffing are dedicated to ensuring the highest standards of achievement for all pupils
- setting appropriate priorities for expenditure, allocating funds to ensure effective administrative control
- managing and organising accommodation efficiently and effectively to ensure it meets needs of curriculum and health and safety regulations
- managing, monitoring and reviewing the range, quality and usage of all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money.

Appraisal

Governing Body's role in Appraisal

- Establish the school's appraisal (*previously "performance management"*) policy, monitor the operation and outcomes of appraisal arrangements, and review the policy and its operation every year.
- Appoint 3 governors to undertake the Headteacher's appraisal. The Board of the Samuel Ward Trust will have a member on this panel
- Make decisions about the Headteacher's pay
- Retain a copy of the Headteacher's planning and review statement
- Ensure the content of the Headteacher's planning and review statement is drafted having regard to the need to be able to achieve a satisfactory work/life balance.

The Headteacher's objectives are set by the appraisal panel after consultation with the external adviser (appointed by the Samuel Ward Trust) and discussion with the Headteacher. This discussion can be pivotal in ensuring the Headteacher understands the expectations of the governing body. The objectives will, if achieved, contribute to the school's plans for improving the school's education and therefore are likely to correlate with the priorities identified in the School Development Plan.

The panel must discuss with the Headteacher the progress against the previous year's objectives; this may require a courageous conversation which governors must not shy away from but carry out constructively. The appraisal panel also makes a recommendation on pay to the Governing Body

Three objectives will be set in the planning statement. The Headteacher and panel will seek to agree the objectives but where a joint determination cannot be made the reviewers will make the determination.

In Churchill the Headteacher will have

- a whole school performance objective relating to pupil progress – (pupils to make two levels of progress)
- a performance objective relating to the school's vision
- a performance objective relating to vision for the growth of the school over the next two/three years.

Although appraisal is an assessment of overall performance of the Headteacher, objectives cannot cover the full range of the Headteacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for the cycle.

At the end of the cycle, assessment of performance is on the basis of overall performance, including the target objectives. Assessment against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

The Chair of the Governing Body will not be involved in the Headteacher's appraisal or any appeal regarding the Headteacher's appraisal and will be responsible for ensuring that the Headteacher's planning statement is consistent with the school's improvement priorities and complies with the school's appraisal policy and the Regulations.

Appeals

At specified points in the appraisal process the Headteacher has a right of appeal against any of the entries in the planning and review statements. Details of the appeals process are covered in the school's pay policy.

Confidentiality

The whole appraisal process and the statements generated under it, in particular, will be treated with strict confidentiality at all times.

Governing Body - Standing Orders

The Governing Body has established the following Standing Orders for its operation:

Membership

- The Governing Body will ensure it has sufficient governors to undertake its duties effectively
- The Governing Body will maintain the quorum for a Full Governing Body meeting at seven or above
- All governors will be appointed for a four year term of office.
- The Governing Body will ensure that DBS checks are up to date
- The Governing Body will ensure that it creates an environment which enables it to recruit and retain effective governors and which encourages the participation of all groups of the community
- The Governing Body will be proactive in recruiting governors whose appointment is their responsibility.

Election of Chair and Vice-Chair

- Any changes to the Governing Body's arrangements for elections (below) will be made in advance of any election
- The Chair and Vice-Chair will be elected for one year at a time
- Candidates may self-nominate at any time in advance of a vote
- Candidates will be able to make a personal statement to the meeting before the vote if they wish. The Clerk will take the chair for the election of the Chairman
- Where an election is contested, voting will be secret ballot with the candidate receiving the largest number of votes being elected.

Appointment of Clerk

- The Governing Body will either employ a Clerk or subscribe to the County Clerking Service.

Meetings

- An annual calendar of dates for main and committee meetings will be set and published
- The Governing Body will, as far as possible, plan its business across the year to take account of the school's internal management cycle and the ready availability of information and reports
- The Governing Body will hold the minimum number of meetings necessary to ensure the strategic business of the school is properly addressed
- The programme of meeting agendas will have a focus on the governors' responsibilities in monitoring progress and evaluating outcomes of the School Improvement Plan, within the full range of Governing Body responsibilities
- Governors will receive relevant information in advance of meetings to enable full discussion and sound decisions to be made
- Recording the acceptance of apologies does not imply the consent of the Governing Body for a governor to be absent with regard to the Disqualification Regulations for non-attendance
- Consent for absence may be granted by the Governing Body on request from governors who know they will be unable to attend meetings for an extended period. Where a governor's pattern of attendance is causing concern they will be alerted to this by the Clerk or Chair
- The Governing Body will aim to complete Full Governing Body and committee meetings within two hours.

Governing Body Organisation

School Improvement

The Governing Body:

- will seek a shared understanding of the key strengths and weaknesses of the school
- will be continuously self-evaluative about its own performance
- has involvement in the planning and agenda for school development and contributes to the strategic development of the school
- uses a variety of internal and external information and takes appropriate action on it
- requires written information from the Headteacher on:
 - Pupil achievement and progress
 - Performance data
 - Progress against the School Development Plan
 - Effectiveness of the Appraisal Policy
 - School self-evaluation (in addition to the SEF)
 - Fulfilment of statutory responsibilities.

Governor Relationships

- The Governing Body, Executive Principal and Headteacher will respect each other's roles and maintain a professional and open relationship, acknowledging the skills and contributions of all
- The Governing Body will use staff and governor time appropriately, sensitively and effectively
- The Governing Body will, in the way it conducts its business, have regard to the need for the Headteacher and staff to maintain a reasonable work/life balance
- In planning the frequency and times of meetings the Governing Body will have regard to the equality of opportunity to serve of current and future governors
- All governors will contribute to discussions, and support the corporate decision-making process, maintaining appropriate levels of confidentiality and discretion
- The Governing Body believes conflict is best resolved openly through discussion, corporate decision-making and acceptance of the majority view. Where this cannot be achieved, suspension of a governor will be used as a last resort, in accordance with current Regulations
- New governors will be welcomed and provided with appropriate induction and training
- All governors will share the workload and take on additional responsibility at an appropriate time
- All governors will undertake training relevant to their role.

The Strategic Role of the Governing Body

Rigorous school self-evaluation is the starting point for planning, evaluation and inspection.

The Leadership Team take the lead in carrying out self-evaluation, involving the Governing Body throughout the process. The final judgements, which are recorded on the self-evaluation form (SEF), and the school plan arising from the self-evaluation process, should be agreed by the governors. It is expected that at least once a year the Governing Body would want to see and agree the self-evaluation form. The school plan should be monitored, evaluated, reviewed and adjusted as appropriate as part of the ongoing cycle of self-evaluation.

The School Development Plan is updated annually. This document sets out in detail the priorities for the year ahead, and in outline for the following two to three years.

In addition to the School Development Plan the Governors should produce a plan for the Improvement of the Governing Body itself based upon the results of its own Self Evaluation exercise.

The Governing Body is responsible for ensuring the preparation and approval of all statutory school policies and changes to those policies.

The latest versions of all the statutory policies are available to view on the school's website.

Pecuniary and other Interests

It is mandatory that if a governor has a financial interest in any matter under consideration, then that governor must withdraw from the meeting at which the issue is being discussed. 'Having a pecuniary interest' is a term with quite a wide remit. It includes people who own companies and people who are employed by them. It even extends to relatives, including spouses, who live with the governor and who themselves would have a pecuniary interest. (This is all set out in 'School Governors – A Guide to the Law').

At every meeting of the Full Governing Body, the issue will appear as an agenda item and governors will be reminded of their statutory obligation to declare an interest in any relevant item of interest and withdraw from the meetings as appropriate.

Governors will follow the Trust guidance

Equality

The Governing Body has responsibility for making sure that the school complies with the Equality duties set out in the Race Relations Act 1976 (as amended by the Race Relations Act 2000), the Disability Discrimination Act 1995 (as amended by the Disability Discrimination Act 2005) and the Sex Discrimination Act 1975 (as amended by the Equality Act 2006). The general duty on schools is to have due regard to the need to eliminate unlawful discrimination and to promote equality of opportunity in the area of race, disability and gender. Specific duties require schools to implement specific equality schemes in those areas.

In addition to their general responsibilities within the law, the Governing Body must:

- have a written equality policy which should identify the action to be taken to tackle racial discrimination and to promote racial equality and good race relations across all areas of school activity.
- assess the impact of policies on ethnic minority pupils, staff and parents to identify whether such policies help to achieve racial equality.
- monitor the implementation of the equality policy and its impact on pupils, staff and parents and monitor the levels of pupil attainment by ethnicity.
- make reasonable adjustments if their premises or employment arrangements substantially disadvantage a disabled person compared with a non-disabled person.
- plan to increase over time the accessibility of the school to disabled pupils.
- plan to increase access to the school curriculum, improving access to the physical environment of the school and improving the delivery of written information to disabled pupils.

Useful Websites

www.nga.org.uk

National Governors Association

www.education.gov.uk

Department for Education

www.ipsea.org.uk

Independent Parental Special Education Advice

www.ofsted.gov.uk

Office for Standards in Education, Children's Services and Skills

Induction of New Governors

Aim:

At Churchill School we aim to give our new governors a school based induction package and access to Governor Training to help them become more understanding of the work required as a school governor.

Objectives:

- To enable new and experienced governors to work together
- To support the learning of a new governor with the help of a ‘Mentor’
- To build and to develop their understanding of the Governing Body.

Implementation:

After a new governor accepts the governorship of the school they will be issued with the following documentation and a school based induction arranged. They will then be assigned a governor “Mentor” and will be asked to attend an induction course for new governors.

List of documentation for new governors:

- Access to a copy of “Governors Guide to the Law”
- Up-to-date minutes for the current school year
- School Prospectus
- Copy of the diary dates in school
- School Development Plan
- List of training courses.

The Governing Body Handbook which contains:

- Organisation of the Governing Body
- List of the membership of the Governing Body with email addresses
- Governors’ roles and responsibilities
- List of abbreviations used in Governor meetings
- Annual cycle of tasks and responsibilities
- Governor Visits Protocol and Visit Report Form
- Sources of useful information (including web sites)
- Schedule of full governor and committee meetings
- Financial Management roles and responsibilities.

Protocols and Procedures for Governor Visits to the School

Governors have a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum. This is to enable fulfilment of their roles of challenging and supporting the school, providing a strategic view and ensuring accountability.

Governors, therefore, should visit the school regularly, to demonstrate to the staff that they take their responsibilities seriously and are genuinely interested in the life of the school. All governors are encouraged to visit at least once a year during the working day. All new governors will be offered an introductory visit soon after their appointment to the Governing Body as part of their induction programme.

Aims:

Visits will focus on aspects of the School Development Plan, areas about which governors wish to inform themselves and on carrying out the work of the Governing Body such as Health and Safety.

School visits will help governors to:

- Fulfil their statutory duties to monitor performance
- Observe and learn in order that they can better serve the school
- Support and encourage the staff
- Help build good working relationships between governors, staff, parents and children
- Familiarise themselves with day-to-day practices and the ethos of the school
- Increase their understanding of their curriculum area
- Celebrate successes with staff.

Procedures and Protocols for Governor Visits to School:

All governors should observe the following simple guidelines for visits:

- Always contact the Headteacher at least a week before your visit
- Clarify the nature of your visit
- Sign in at Reception
- Remember to thank the teacher
- Sign out at Reception
- Be prepared to feed back to the Governing Body or appropriate committee
- Fill in an observation form.

Please remember Governor visits are **NOT** about:

- Making judgements about the quality of teaching
- Checking on the progress of your own children
- Pursuing a personal agenda
- Arriving with inflexible preconceived ideas
- Interrupting, giving ideas or suggestions during teaching time
- Monopolising staff time.

Written records

It is extremely important to have a brief written record of your visit since this is evidence to Ofsted that governors are actively and appropriately involved in the life of the school. Please use the form below and hand it to the Headteacher.

Please note that any concerns you may have following a visit should be raised with the Headteacher



SCHOOL VISIT REPORT

GOVERNOR:	DATE OF VISIT :
AREA OF RESPONSIBILITY :	TIME :
MEMBER(S) OF STAFF MET :	REPORT BACK TO GOVERNING BODY :
FOCUS OF VISIT:	
LINKS WITH THE SCHOOL DEVELOPMENT PLAN:	

REPORT:

KEY ISSUES ARISING FOR GOVERNING BODY:

FOLLOW UP ACTION:

Signature of Governor:

Date:

Churchill School – Governing Body Development Plan – 2016/19

Area for Development/Objective	Strategies	Responsibility	Success Criteria	Deadline	Monitoring
<p>Develop further the governors’ role in monitoring and evaluating:</p> <ul style="list-style-type: none"> • pupils’ progress • the school’s development • staff performance. 	<p>Governors to collaborate with school staff on regular scrutiny of pupils’ achievements and progress towards targets.</p> <p>Governors using performance data, collaborating with school staff to be assured of how the school is accelerating pupil progress.</p> <p>Frequent focussed visits/activities, by governors with a set brief, related to the School Dvelopment Plan, under the direction of Headteacher.</p> <p>Regular feedback from Headteacher to governors on the quality of teaching and learning from school’s monitoring.</p>	<p>Governors with specific responsibilities as detailed on the School Development Plan</p>	<p>The Governing Body has a good understanding of the strengths and areas for development of the school.</p> <p>Governors able to identify groups of children not making expected progress</p> <p>Effective Performance Management is in place in line with SWAT policy which secures improved staff performance.</p> <p>On-going and meaningful involvement of the governors in the self-evaluation process is evident.</p>	<p>Termly</p>	<p>Governing Body</p>

Area for Development/Objective	Strategies	Responsibility	Success Criteria	Deadline	Monitoring
<p>A highly skilled and effective Governing Body that does not carry vacancies and which:</p> <ul style="list-style-type: none"> • reflects the community it serves • is cohesive and able to make collective decisions • is supportive of and appropriately challenges the school • Has a high profile in the school and its community. • is aware of its training needs and engages in self-evaluation. 	<p>Code of Conduct to be reviewed as appropriate.</p> <p>All governors to have attended relevant training such as ‘Role of the Governor’</p> <p>All new Governors receive effective induction.</p> <p>The profile of governors is raised through development of profiles which are displayed in school and added onto the website.</p> <p>All governors have a school e-mail address through which to communicate.</p> <p>All governors have a photo identification badge.</p>	<p>Chair of Governors</p>	<p>Governors have a high profile amongst the school community and parents and their work is viewed positively and their role understood.</p> <p>New and existing governors fully understand the roles and strategic responsibilities of being a governor and feel well supported.</p> <p>Governing Body understand their strengths and areas for development.</p> <p>The skills spectrum across the Governing Body is appropriately balanced and any deficiencies addressed. Achieved by governors undertaking skills audit</p>	<p>Termly</p>	<p>Results of Parental and Pupil Surveys</p>

Explanation of Abbreviations

AOB	Any Other Business
CRB	Criminal Records Bureau
DBS	Disclosure & Barring Service (formerly CRB)
DfE	Department for Education
FGB	Full Governing Body
GDP	Governor Development Plan
H&S	Health & Safety
ICT	Information & Communication Technology
KS	Key Stage
LA	Local Authority
LAC	Looked After Child
OAM	Operations and Asset Management
Ofsted	Office for Standards in Education
PSHE	Personal, Social and Health Education
PM	Performance Management
S&L	Speech & Language
SEF	Self-Evaluation Form
SEN	Special Educational Needs
SIP	School Improvement Plan
SWAT	Samuel Ward Academies Trust
SDP	School Development Plan

