

# Watercliffe Meadow

*A place for Learning*



## **Guidance** and **Terms of Reference** for

**The Committees of the Governing Body of:  
Watercliffe Meadow Community Primary School**

Revised December 2025



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## Governing Body Structure 2023 – 2024

Group / Committee	Membership			Main functions / working groups <small>(see Remits for details)</small>
<p><b>Leadership</b></p> <p><b>Strategic Group</b></p>	<p><b>Chairs of Committees</b></p>	<p>Head Head of School Assistant HTs</p> <p>Reps from School Council at some meetings</p>	<p><b><u>Chair</u></b></p> <p>Lee Hilton-Brammer</p> <hr/> <p><b><u>Vice-Chair</u></b></p> <p>Rebecca Molson</p>	<ul style="list-style-type: none"> <li>- Oversee standards/ progress/achievement agenda</li> <li>- Approve and challenge statutory targets</li> <li>- Oversee quality of provision – Teaching and Learning / Leadership and Management</li> <li>- Oversee and validate self-evaluation / SEF</li> <li>- Equalities Agenda / Social Cohesion responsibilities</li> </ul>

Group / Committee	Membership		Main functions / working groups (see Remits for details)
<b>Inclusion</b>  <b>Children, Families and Community</b>	<u>Governors</u> Margaret Anderson Cathy Baker Nicola D'Arcy Natalie Knaggs Rebecca Molson Lucy Revis Ayesha Zaman	<u>Chair</u> Margaret Anderson	<ol style="list-style-type: none"> <li>1. All issues relating to Every Child Matters / 5 Outcomes</li> <li>2. All matters relating to Extended School Agenda (Core Offer etc)</li> <li>3. Communication with families (school Prospectus / e-learning Platform / Uniform etc)</li> <li>4. Development of the 0-100 Community Learning Partnership</li> <li>5. Healthy Schools agenda / Food</li> <li>6. All matters relating to Pathfinder 3 year Olds / Partnership with Children's Centre</li> <li>7. Social Cohesion</li> </ol>
	<u>Governor staff reps</u> Kerry Wigginton Ian Read Claire Bradley Emma Wayper	<u>Vice-Chair</u> Rebecca Molson	
	<u>School Staff</u> Corina Antcliff Jayne Senior	Named SEN link Governor – Margaret Anderson  Named link Child Protection Governor – Margaret Anderson	

Group / Committee	Main functions / working groups (see Remit for details)	
<b>Learning</b>  <b>All Governors</b>	<ol style="list-style-type: none"> <li>1. Standards/progress/achievement</li> <li>2. Learning and progress of all groups (BME/LAC/SEN/EAL/G+T)</li> <li>3. Learning and teaching strategies / resources / projects</li> <li>4. Monitoring of progress / impact of actions to improve outcomes in agreed priority areas:               <ul style="list-style-type: none"> <li>- Communication, Language and Literacy (CLLD) )</li> <li>- Mathematical development ) ICT / Technologies</li> <li>- Investigation / problem solving/thinking skills ) across all areas</li> <li>- Developing an multiply intelligent, creative curriculum ) of learning</li> </ul> </li> </ol>	

	<b>5. Identifying priorities / monitoring activities for Link Year Group and subject/aspect governors</b>
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<b>Group / Committee</b>	<b>Membership</b>		<b>Main functions / working groups</b> <small>(see Remits for details)</small>	
<b>Management and Efficiency</b>  <b>Finance and General Purposes Group (F&amp;GP)</b>	<u>Governors</u> Lee Hilton-Brammer Jason Hutson Caroline Cigala Glynn Riches	<u>Chair</u> Jason Hutson	<u>Policies</u>  <u>Finance</u> <ul style="list-style-type: none"> <li>Ongoing budget monitoring against agreed Spending Plan</li> </ul>	<u>Finance</u> <ul style="list-style-type: none"> <li>Preparing for FMSIS Assessment 09-10</li> <li>Budget monitoring</li> </ul>
	<u>Governor staff reps</u> Ian Read Claire Bradley Gemma Heaver Rachel Stone	<u>Vice-Chair</u> Glynn Riches	<u>Premises</u> <ul style="list-style-type: none"> <li>Ongoing H+S /Risk Assessments</li> <li>All building issues</li> <li>Critical Incident / Crisis plans</li> </ul>	<u>Premises</u> <ul style="list-style-type: none"> <li>Using existing policies to produce WCM policies</li> <li>H+S / Risk Assessment</li> <li>Accessibility etc</li> </ul>
			<u>Staffing/Personnel</u> <ul style="list-style-type: none"> <li>Performance Management / pay progression etc</li> <li>CPD</li> <li>Any / all ongoing HR issues</li> </ul>	<u>Staffing/Personnel</u> <ul style="list-style-type: none"> <li>All staffing issues</li> <li>CPD</li> <li>Setting up relevant WCM policies</li> </ul>

**Panels**

- Hearing Panel :** Lee Hilton-Brammer, Glynn Riches, Jason Hutson
- Appeals Panel:** Margaret Anderson, Glynn Riches
- Appraisal Panel:** Lee Hilton-Brammer, Margaret Anderson, Glynn Riches
- Training Governor:** Kerry Wigginton
- Headteacher Performance** Lee Brammer, Margaret Anderson, Jason Hutson & Glyn Riches (3 of 4)

**Management Governors:**

**Health and Safety Rep:** Jason Hutson

**Wellbeing Governor:** Lee Hilton-Brammer

## **The Governing Body recognises that effective committee structures have the advantage of:**

- Creating smaller and more flexible meetings
- The opportunity for governors to build up expertise in certain areas
- Wider involvement by more people including school staff, parents and community representation.

## **General Guidance on the Operation of Committees / Groups**

- This guidance assumes throughout that the Headteacher is a governor.
- The importance of clear terms of reference for committees cannot be overstated and is acknowledged by all members of the governing body. The Committees are meant to streamline work procedures and to avoid them becoming unwieldy clear terms of reference agreed
- Each committee will report to the Strategic Group. There should be a standing agenda item for this.
- The chair of each committee/group should be responsible for ensuring that a written report is available to all governors. Full minutes or lists of decisions and recommendations will be circulated to all via e-mail if possible.
- All committees must appoint a chair.
- The governing body must appoint a clerk to each committee. This can be one of the committee members but the Headteacher **cannot** be the clerk.
- All committees must ensure that decisions and recommendations are made which conform to equal opportunities policies and promote equal opportunities within all of the schools
- The governing body and all committees and groups will operate within the context of the School's Improvement/Development Plan.

## **Delegation of Functions**

A governing body can delegate any of its statutory functions to a committee, a governor or to the headteacher, subject to the restrictions described below. The Governing Body **must** review the delegation of functions annually. Each governing body is accountable for any decisions taken, including those functions delegated to an individual or committee.

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

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

The Governing body cannot delegate any functions relating to:

- The constitution of the governing body (unless otherwise provided by the Constitution Regulations)
- The appointment or removal of the chair and vice-chair
- The appointment of a clerk

- The suspension of governors
- The delegation of functions

*DFE Guidance on delegating governing body functions can be found at [www.governornet.co.uk](http://www.governornet.co.uk)*

### **Some general principles**

- All governors have the right to attend committee meetings whether they are a member or not. All governors should therefore be made aware of committee meeting dates
- The governing body can give limited voting rights to co-opted non-governor members of committees. Non-governor members may not vote on the following issues
  - Admissions matters
  - Pupil discipline
  - Election or appointment of governors
  - The budget or financial commitments of the governing body
- Non-governor members may not out-number governors.
- A minimum 7 days notice of committee meetings should be given.
- Members should receive an agenda and appropriate papers. It is not good practice to table papers unless it is unavoidable
- The Headteacher has the right to attend any committee meeting whether or not s/he is a governor
- Each committee should have a Chair and the Chair should feel clear about his/her role. It may be appropriate to seek access to support and training in chairing skills and to clarify expectations with the governing body
- The composition and quorum of each committee should be identified as shown in the example given in this guidance.

### **Membership and quorum for committees/groups**

#### Membership

- a) Not less than four governors including the Headteacher.
- b) The committee shall co-opt such non-governor members as deemed appropriate and shall determine their voting rights.
- c) The Chair of the committee will be determined by the committee at its first meeting following the annual review of membership

#### **Quorum**

The quorum should be three, two of whom must be governors and one must be the Headteacher\*. In the event of a vote the majority of those present must be governors.

#### **Meetings**

- The committee shall meet at least once per term and otherwise as required.

## **Working Groups, Observers and Non-Governor members**

### **Working Groups**

Working groups may be set up by the full governing body, a committee or sub-committee and may include non-governors. The purpose of a working group is usually to address a particular issue within a set time period though there may be instances where governing bodies set up a standing working group.

It is recommended that, upon setting up a working group, the governing body or committee identify a clear remit including arrangements for reporting to the governing body and the timescale for completion of the task. Governors should be clear as to who is responsible for convening the group and reporting back. Involvement of non-governors (e.g. staff, parents, students, police, Local Authority officers) may be specified at the outset, left to the discretion of the group, or reviewed when reporting back to the committee or governing body.

### **Observers**

The committee may decide, at its discretion, to allow the attendance of observers on a regular basis or for particular meetings and whether the observers should have the same rights to speak at meetings as full members of the committee.

The participation of regular observers will be reviewed annually.

### **Other members**

Committees shall co-opt such non-governor members, with voting rights, as they deem appropriate except in the case of statutory committees dealing with pupil and staff discipline. These members shall not be counted for the purposes of a quorum for the meeting.

Co-opted non-governor membership will be reviewed annually at the first meeting of each committee in the autumn term. This will usually follow the meeting of the full governing body at which committee membership and terms of reference are reviewed.

## **Code of Conduct Watercliffe Meadow School Governing Body**

This code sets out the expectations on and commitment required from school governors and trustees in order for the governing board to properly carry out its work within the school and the community. It can be amended to include specific reference to the ethos of the particular school. 'School' includes academies, and it applies to all level of school governance.

### **The governing board has the following core strategic functions:**

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the Headteacher
- Monitoring progress towards targets
- Performance managing the Headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

### **As individuals on the board we agree to the following:**

#### **Role & Responsibilities**

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

- We will actively support and challenge the Headteacher.

### **Commitment**

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing board and agreed with the Headteacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training

### **Relationships**

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

### **Confidentiality**

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

### **Conflicts of interest**

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.

- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body.

### **Breach of this code of conduct**

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

### **The Seven Principles of Public Life**

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

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

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

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

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

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

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

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

### **Undertaking:**

As a member of the Governing Body I will always have the well-being of the children and the reputation of the school at heart; I will do all I can to be an ambassador for the school, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the school, the Governing Body, the Headteacher or staff.

## **Chairing Committee meetings**

It is important that each committee of the governing body has an effective Chair. It is not always easy to chair meetings and the effectiveness of the chair depends on the co-operation of all members in seeking to work effectively.

### **In committee meetings the role of the Chair is to:**

- Ensure practical arrangements are in place for meetings and that they start on time
- Keep meetings business like and to time
- Ensure that all items are dealt with logically
- Ensure that the committee completes the task delegated by the governing body
- Deal with differences and conflict when they arise
- Help all members of the committee to contribute
- Summarise regularly for the benefit of members and the Clerk
- Ensure that an accurate record is kept
- Present reports and feedback from Committees to the full meetings of the governing body or to ensure this is done by another member.

### **Between meetings the role of the Chair is to:**

- To attend meetings of the strategic/steering committee
- Prepare the agenda with the Chair of the governing body and the headteacher (or /strategic group) and ensure papers distributed 7 days before meeting. (To minimise the number of papers tabled at meetings)
- Propose agenda items for the Strategic group to consider
- Encourage the attendance of Committee members where necessary (e.g. phoning around)
- Check the minutes when typed up
- Take steps as needed to ensure Committee members complete tasks (reminders) particularly arrangements for nominated Governors to report on visits, etc
- Prepare for the next meeting
- Ensure invitations to attend are extended as agreed by the governing body or group
- Be a point of contact
- Share correspondence and information relating to the work of the committee with other members
- Ensure that minutes or a record of decisions/recommendations are circulated to other governors as agreed by the governing body.

As is required of the Chair of the governing body, the Chair of a committee should keep in mind the main roles of the governing body:

- To provide a Strategic View
- To act as a Critical Friend
- To ensure Accountability.

As is required of the Chair of any group the Chair needs to be (or become)

- A good listener
- A team builder
- A collaborator.

# Leadership

## The Strategic Committee

This group plays a key role in managing the business and ensuring that the committee/group work is co-ordinated and communicated.

### Terms of Reference

- 1) Organise the Schedule of Meetings for the year ahead.
- 2) Consider the termly draft agenda provided by the Clerk/Clerking Service and amend to meet the needs of the governing body
- 3) Plan business to be conducted by Committees/Groups including agreement on standing items
- 4) Support Committee/ Group Chairs in organising their Committee and in practical chairing skills
- 5) Identify the need for nominated Governors (e.g. SEN Governor) and support them in their role
- 6) Oversee and propose policies for consideration/ratification by Watercliffe Meadow Governing Body.
- 7) Oversee all staffing issues
- 8) Approve/challenge statutory end of Key Stage targets
- 9) Receive and discuss reports from the School Improvement Partner (SIP).
- 10) Oversee and validate the school's self evaluation processes and the SEF on a regular basis.
- 11) Oversee the Equalities Agenda/Social Cohesion
- 12) Oversee the standards/progress agenda
- 13) Oversee quality issues re Learning and Teaching and Leadership and Management
- 14) Allocate responsibility for Governors' action in respect to consultation processes, legislative requirements or issues arising in school as required
- 15) Make arrangements for individual Governor involvement in e.g. school events
- 16) Monitor and contribute to Service District Developments, ensuring appropriate links with the School Improvement Plan
- 17) Ensure that each School Profile is updated annually.

# **Learning, Teaching and Curriculum**

## **All Governors / through the Strategic Group**

### **Terms of reference**

**All of the below will be considered in relation to their impact and implications for Finance and personnel decisions and recommendations will be made to the relevant committee/groups.**

### **Pupil Standards /achievement and progress**

- 1) To receive regular monitoring reports to identify pupil progress and achievement relative to their starting points and as compared to similar schools locally and nationally
- 2) To agree statutory targets for pupil attainment and non-statutory targets to be included in the School Improvement Plan.

### **Curriculum**

- 1) To be aware of and advise the governing body on the legal responsibilities of governors in terms of Curriculum provision and assessment including Special Educational Needs provision in accordance with the Code of Practice.
- 2) To monitor on behalf of the governing body that National Curriculum requirements are being implemented by the school.
- 3) To formulate and review as necessary an overall Curriculum Policy Statement for presentation to the governing body.
- 4) To consider and review the school's Curriculum policies on behalf of the governing body (including Religious Education, Sex and Relationships Education and Drugs Education) and to make recommendations to the governing body with regard to their content and implementation.

### **Inclusion – achievement for all groups**

- 1) To receive monitoring reports on the attainment and welfare of vulnerable children and other groups of pupils with reference to local and national benchmark information. To monitor the provision for vulnerable groups of children, e.g.
  - Black and Ethnic Minority Children
  - Traveller Children
  - Looked After Children
  - Young Carers
  - Gifted and talented children
  - Special educational needs
  - Gifted and talented
- 2) To consider and review the school's policies on discipline and behaviour (including Anti-Bullying policy) and make recommendations to the governing body.
- 3) To contribute towards an Accessibility Plan as required by the Disability Discrimination Act.
- 4) To monitor and review the school's curriculum contribution to the Equalities Agenda (Disability, Gender and Race Equality schemes) and the duty to promote Social Cohesion

**Monitoring of progress / impact of actions to improve outcomes in agreed priority areas:**

- Communication, Language and Literacy (CLLD) )
- Mathematical development ) ICT / Technologies
- Science Investigation / problem solving/thinking skills ) across all a
- Developing an multiply intelligent, creative curriculum ) of learning

**Year group and curriculum link governors**

1. To identify priorities / monitoring activities for Link Year Group and subject/aspect governors.
2. To support, and receive reports from Link Governors relating to pupil progress and achievement in:
  - 0-5 / Foundation Stage
  - Years 2/3/4/5/6
  - CLLD
  - Special Educational Needs
  - Maths
  - Science Investigation / problem solving/thinking skills
  - Creative Curriculum

# Management and Efficiency

## F&GP - Finance and General Purposes Committee

### Terms of Reference

#### Premises / Health and Safety

- 1) To provide support and guidance for the Headteacher on all matters relating to the school premises and grounds, security, Health and Safety.
- 2) Annually, to ensure inspection of the premises and grounds and prepare a statement of priorities for maintenance and development linked to the School Improvement Plan for the approval of each Governing Body.
- 3) To propose and approve the costs and arrangements for maintenance, repairs and decoration within the budget allocation and in liaison with the finance committee.
- 4) To oversee the preparation of and to monitor premises services contracts (e.g. fuel/water, cleansing, grounds maintenance)
- 5) To work in liaison with the Health and Safety committee to ensure the school premises meet health and safety requirements.
- 6) To ensure that governors' responsibilities are discharged regarding litter under the Environmental Protection Act 1990.
- 7) To prepare a lettings and charging policy for the approval of the governing body.
- 8) To contribute towards an Accessibility Plan as required by the Disability Discrimination Act.
- 9) To be familiar with National and Local Health and Safety legislation and guidelines.
- 10) To participate in the development and review of school Health and Safety policies and to recommend them for adoption by the governing body.
- 11) To monitor on behalf of the governing body that systems are in place to ensure that Health and Safety requirements and Codes of Practice are being implemented in the school.
- 12) To ensure that appropriate Risk Assessments are carried out to ensure that activities and premises, materials and equipment used by the school do not present health and safety risks.
- 13) To ensure that partner providers and other users of school premises have appropriate risk assessments and Health and Safety procedures in place.
- 14) To ensure that all children are safe and healthy through:
  - The provision of a secure environment
  - The monitoring and review of a school Food Policy (see Inclusion Committee for Healthy Schools and Food issues)
- 15) To receive and consider any reports and audits completed by the School's Health and Safety representatives or the Headteacher/Senior Management arising from general inspection of the school, to identify issues that need to be addressed and to report at least once a year to the governing body.
- 16) To make recommendations to the Strategic Group when expenditure is deemed necessary.
- 17) To act as advisers/consultants to the governing body on Health and Safety matters.

## **Finance**

- 1) To determine and review financial policy including consideration of long term planning and resourcing.
- 2) To approve the annual budget spending plan taking into account School Improvement Plan priorities.
- 3) To act as advisers and consultants to the governing body on financial issues.
- 4) To be familiar with the Local Authority budget spending plans, formula funding structure and policies for financial delegation.
- 5) To monitor the school budget expenditure (including specific purpose grants) with reference to criteria for receipt of the grant and the annual spending plan. To make reports at least once a term to the governing body.
- 6) To ensure that the school has a financial management policy and procedures in place and that these are communicated to all relevant staff.
- 7) To authorise virement from one area of budget spending to another in order to respond to unexpected expenditure needs up to an agreed limit approved by the governing body.
- 8) To agree the level of delegation to the Headteacher for the day-to-day financial management of the school.
- 9) To review the school's charging and remission policy on an annual basis and make recommendations to the governing body.
- 10) To monitor school fund expenditure and ensure the audit of school funds for presentation to the governing body
- 11) To receive and where appropriate respond to periodic audit reports.
- 12) To ensure that a register of pecuniary interests is maintained for all staff and
- 13) To ensure that the school has effective Risk Management strategies in place.
- 14) To ensure the school's compliance with the DCSF Financial Management Standard in Schools.
- 15) To ensure that an appropriate inventory is maintained and to approve the disposal of inventory items.

## **Personnel / Staffing**

- 1) To be aware of legal requirements and procedures relating to personnel issues and set up Hearing and Appeals Panels\* in line with LA Procedures.
- 2) To ensure that all staffing policies and procedures contribute to achieving Every Child Matters outcomes.
- 3) To ensure the staffing structure, retention and succession planning is sufficiently flexible to deliver the School Improvement/Development plan objectives.
- 4) To monitor Continued Professional Development for all staff and its contribution to school improvement.
- 5) To review annually the school's Performance Management policy.
- 6) To decide on procedures for staff appointments.
- 7) To ensure that safe recruitment procedures are in place for all staff and volunteers working in the school, including those involved in Extended School activities.
- 8) To be involved in the development of all of the school's policies relating to personnel matters, including:
  - Staff consultation
  - Code of conduct
  - Pay (through the Pay Matters Sub-Committee\*\*)
  - Leave of absence
  - Capability
  - Safeguarding and Child Protection
  - Religious Observance
  - Recruitment and Selection
  - Leadership Development and Succession Planning
  - Discipline and Grievance
  - Staffing reduction procedures
  - Staff secondment
  - Adverse weather conditions
  - Group size of the school (to be reviewed at least once every three years)To recommend them for approval by the governing body and to ensure that systems are in place to make all staff aware of these policies.
- 9) To review the staffing structure and workforce development plan annually.
- 10) To draft criteria for the approval of the governing body about the use of discretionary elements of pay provisions and make recommendations about implementing them.
- 11) To be consulted on and to approve job descriptions for the staff.
- 12) To be responsible for reviewing the Headteacher's job description should the need arise.
- 13) To liaise with the finance committee in implementing the current School Improvement Plan in staffing matters.
- 14) To ensure that the Headteacher is able to maintain an appropriate Work-Life Balance

\* To appoint from its members a Hearing and Appeals Panel in line with LA recommendations

\*\* To appoint from its members a Pay Matters Sub-Committee.

## **Pay Matters and Appraisal Sub-Committee**

Membership - at least three governors

- 1) To draw up and review annually a governing body Pay Policy with due regard to the current School Teachers' Pay and Conditions document and other appropriate guidance.
- 2) To determine matters relating to the pay of all staff in the school – including approving performance related pay decisions
- 3) To ensure that, within budget constraints, the pay policy meets the needs of recruitment, retention and development of staff and contributes to the resourcing of School Development Plan priorities.
- 4) To make recommendations to the Finance and General Purposes Committee.
- 5) To take into account recommendations from the Appraisal governors when determining the salary of the Headteacher.

## **Appraisal Reviewers**

The governing body is required to appoint a minimum of two governors, and preferably three, to:

- Meet with the Headteacher and the School Improvement Partner (SIP) or to review the Headteacher's performance against previously agreed objectives
- Agree objectives for the forthcoming Appraisal Cycle relating to:
  - Pupil Progress
  - Leadership and Management
  - The Headteacher's Professional Development
- Record the outcome of the review meeting and provide a copy for the Chair of the governing body and a summary on request to the Executive Director : Children and Young People
- Make recommendations regarding the Headteacher's salary to the Pay Matters Committee
- Ensure that the CPD leader is aware of the resourcing implications arising from agreed objectives
- Be familiar with DCSF guidance on the governing body's role in Performance Management.
- To meet with the headteacher to monitor in-year progress towards achieving agreed objectives.

**Teachers and other staff working at the school or related to school staff may not be the Appraisal Reviewers.**

**Inclusion**  
**Children, Families and Community Committee**

**To consider all aspects relating to Every Child Matters and the 5 outcomes:**

Being Healthy  
Staying Safe  
Enjoying and Achieving  
Making a positive contribution  
Achieving economic well-being

**Safeguarding**

- 1) To be aware of and advise the governing body(ies) on the legal responsibilities of governors in terms of safeguarding and relevant legislation in relation to children and families.
- 2) To consider and review the school's policies and approach to the development of children's social, emotional and behaviour needs.
- 3) To consider and review the school's policies on positive behaviour and discipline (including Anti-Bullying policy).
- 4) To monitor the school's engagement with other relevant agencies who work with children and families in line with the requirements of ECM

**Relationships with families /communication**

- 1) To oversee the development and maintenance of relationships with parents/carers, the community and other stakeholders.
- 2) To monitor and review the Home School Agreement and related policies
- 3) To monitor parental/community involvement in the school and to make recommendations about the development of future links.
- 4) To consider and review the school's policies for family learning
- 5) To monitor the effectiveness of the school's complaints policy and procedures.
- 6) To review and make recommendations in liaison with the Headteacher on the production of the school prospectus, ensuring that its content meets with legal requirements
- 7) To oversee the development of the e-learning platform

**Healthy School policies**

- 1) To ensure that Healthy Eating requirements are integral to the school's policies.
- 2) To monitor the school's meal provision

**Voice of the child / Extended school**

- 1) To monitor how the school listens to the Voice of the Child.
- 2) To approve and monitor plans for the development of Extended Schools / Children's Centre activities.
- 3) To consider how the use of the school premises may contribute to the development of Extended School/Children's Centre provision

- 4) To oversee the financial planning of Extended Service / Children's Centre Provision
- 5) To encourage the support and involvement of business and industry.

## **Development of the 0-100 Community Learning Partnership**

### **All matters relating to Pathfinder 3 year Olds / Partnership with Children's Centre Children's Centre Working Group – for consideration**

- 1) To propose plans for the development of core services offers at the Children's Centre and monitor their implementation on behalf of the governing body.
- 2) To be a forum for partnership and collaboration between all stakeholders.
- 3) On behalf of the governing body, to endorse, monitor and evaluate Service Level Agreements and other contractual arrangements with partners.
- 4) To contribute to the development of 0-5 services in the wider geographical area and of the 0-19 offer.
- 5) To contribute to planning and to monitor the use of premises in order that the governing body can ensure that the core service offer of the children's centre is met.
- 6) To take on additional roles and responsibilities as may be determined by the governing body.
- 7) The committee will prepare a report for the each termly meeting of the governing body.
- 8) The governing body will consider proposals from the committee for approval at full governing body meetings or through the Strategic Group.

## **Social Cohesion**

## **Complaints and Complaints Appeals Committee**

1. The Complaints Committee shall comprise at least three members.
2. No member of the Complaints Appeal Committee may be on the Complaints Committee.
3. The Complaints Appeal Committee shall have no fewer members of the governing body than the Complaints Committee.

**Quorum** : three governors.

**Meetings:** The committees will meet as and when required and within the timescale set down in the governing body's Complaints Policy and Procedures.

### **The Complaints Committee shall act on behalf of the governing body:**

- To consider complaints submitted to the Chair of the governing body when other avenues for their resolution have been exhausted
- To investigate complaints in an appropriate manner, taking evidence from all relevant parties and utilising support available from the LA or other sources as deemed appropriate
- To make recommendations arising from complaints
- To communicate the process and outcome of complaints hearings to all concerned.

### **The Complaints Appeals Committee shall act on behalf of the governing body:**

- To consider appeals arising from the decision of the Complaints Committee on complaints submitted to the governing body
- To investigate the conduct of the Complaints Committee
- To make recommendations arising from appeals
- To communicate the process and outcome of appeal hearings to all concerned.

Members of Complaints and Complaints Appeals Committees should be familiar with good practice and procedures to be followed in governing body hearings.

### **Notes -**

Decisions made by these Committees have the status of decisions of the governing body. Governing bodies may choose to make up Complaints and Complaints Appeal Committees as required from any of their number depending on availability and bearing in mind item 3 (Membership) above. An odd number of governors, at least three, should serve on any governors' hearing and that at least the same number should hear an appeal. They must have had no previous connection with the case and it must not have been discussed in their presence.

Staff governors may face difficult situations because of the nature of the business of Complaints and Complaints Appeal committees and are recommended to consider their involvement very carefully before joining.

## **(Pupil) Discipline Committee**

### **Composition and Quorum**

Any number of governors may be appointed to a pool from which 3 or 5 governors will meet when considering particular exclusions. The quorum for a meeting is 3. The headteacher may not be a member of this committee.

### **Terms of Reference**

- 1) To review the use of exclusion within the school
- 2) To report to the Governing Body on the use of exclusion
- 3) To consider pupil exclusion in line with current legislation

### **Appointment of Chair**

The Chair will be appointed by the governing body or decided at each meeting of the committee by the governors attending.

### **Clerk**

The governing body shall decide upon the appointment and remuneration of a Clerk to the committee. The Clerk may not be a governor at the school or member of the committee

Teacher and Staff governors may face difficult situations because of the nature of the business of the Discipline committee and are recommended to consider their involvement very carefully before joining.

## Appendix I: Internal Audit

### The Internal Audit Process and the role of School Governors

The City Council's Internal Audit team carry out an audit of financial structures and management issues in schools on approximately a four yearly basis. Arising from these audits a number of common issues are frequently highlighted as being of concern.

Below is a resume of the main issues, all of which are covered by the Financial Management Standard in Schools, by which schools are externally assessed. It is worth drawing all governors' attention to the following major points that will feature in an audit.

### Management Structure

- The Governing Body should formally approve the school's Finance Policy (this should comply with the requirements of the Sheffield Scheme for Financing Schools) and this policy should include:
  - Definition of the role of the governing body and its committees in financial management and administration;
  - Definition of roles and responsibilities of the headteacher and other staff;
  - Accountability and monitoring arrangements should be defined;
  - Limits of delegated authority (to finance committee and head teacher) specified in particular with respect to purchasing and virement;
  - Internal financial systems and control;
  - Insurance;
  - Computer system security;
  - A purchasing policy should be formally defined, including;
    - ❑ Obtaining competitive quotations for purchases;
    - ❑ Apply the principles of Best Value;
    - ❑ Obtaining competitive tenders for contracted services;
    - ❑ Letting of contracts;
    - ❑ Authorising orders for goods and services.
  - A written policy on petty cash procedures;
  - Personnel procedures (starters, leavers, amendments, supply and travel / subsistence);
  - An income policy;
  - An inventory policy;
  - Procedures for carrying out the bank reconciliation.
- All Governors (and staff) should promptly declare any business interests and these declarations should be included in the Register of Business (Pecuniary) Interests. This Register should be referred to prior to the commencement of contracting procedures for all contracts and / or tenders. All potential conflicts of interest should be identified and any Governor or staff with any potential conflict should distance themselves from any decisions. The award of any contract that may benefit staff, governors, or their immediate family should be formally minuted by Governors to ensure transparency.

### Monitoring of Financial Performance

- Monitoring reports on the school budget should be presented to governors and formally accepted on at least a termly basis.

- Management action taken where significant variances exist should be presented to Governors and formally recorded.

### **Ordering and Expenditure**

- The school should have in place a formal best value statement approved by Governors;
- Governors should formally minute an annual review of best value compliance;
- Governors should formally approve successful quotations and the reason(s) for selecting the successful supplier if the lowest quote is not accepted.

### **Development Plan**

Governors should be asked to approve the school's medium term development plan and these duties should include:

- Formal approval of the School Development (Improvement) Plan, ensuring that it is developed on a minimum three year rolling programme basis;
- Receiving and approval of reports from the headteacher showing achievements against the development plan;
- Approval of subsequent amendments;
- Ensuring the development plan identifies resources and financial measures required to achieve goals and these clearly link with the annual spending plan.

### **Spending Plan**

- Governors should be involved in preliminary discussion of the budget setting priorities;
- Governors should be asked to approve the school's annual spending plan setting out how the school's budget share and other income will be used;
- Governors should formally approve any proposed amendments to the spending plan that exceed the delegated financial authority of the head teacher;
- Governors should approve any revision to the spending plan made during the year.

### **Income**

- Governors should have in place an income policy (may be within the finance policy) that covers:
  - Charging and remissions in relation to pupils;
  - A charging policy in respect of income from external debtors;
  - Who is responsible for the arrangements for collection and accounting of income;
  - Sources of income and the prices to be charged;
  - Action to be taken in the event of non payment;
  - Level of authority required for the cancellation of an account or a debt (e.g. the head teacher);
  - Level of authority for the write off of a bad debt (e.g. governing body, finance committee);
  - Governors should be asked to re-approve the charging policy each year (finance committee).

### **Safeguarding Assets (Inventory)**

- Governors should be asked to approve a policy for the control of the school's assets. This should include determination of the value of assets to be recorded on the school's inventory record, the policy on the "loan" of school equipment and the approval of any write off or sale of school assets.

- An annual physical check of assets should be formally undertaken in the school and this should be reported to Governors;
- Any discrepancies or write-offs identified as part of the annual inventory check should be formally reported to Governors.

### **School Bank Account**

- Governors should be asked to approve the school's banking arrangements and these should comply with the Sheffield Scheme for School Bank Accounts;
- Cheque signatories should be reviewed annually and approved by governors;
- As part of their financial monitoring reports, head teachers should report bank account balances to governors.

### **Personnel**

- Governors should ratify all starters, leavers and amendments to pay.

### **Health and Safety**

- An annual Health and Safety audit should be undertaken and reported to Governors.

### **Critical Incident Plan**

- Governors should formally minute discussion and approval of a Critical Incident Plan.

### **Racial Incidents Reporting**

- The number of racial incidents should be reported to Governors each term.