Governor Guide for Glen Hills

This guide is to outline the role of a Glen Hills Governor and to provide valuable information to assist you to be an effective governor.

We hope you find it useful!

Contents

Page

The Value of School Governance at Glen Hills

Governing bodies make decisions which are in the best interests of the children and young people. Keeping the decision making as close as possible to those that are affected by the decisions makes for sound and efficient leadership and governance. The current government's commitment to the 'Big Society' supports this, and the school governance model fits into this concept neatly. Fulfilling the role of a school governor is, therefore, both a serious undertaking and enormously rewarding. Not only do governors bring their own knowledge and skills to the role, but, in learning how schools are run, they often develop their understanding of leadership. The majority of employers appreciate this and are supportive of their staff taking on the responsibility. In addition, contributing to the growth and development of a school and seeing tangible improvements in the attainment and well being of the children is a satisfying and important contribution to the local community.

The Role of the Governing Body at Glen Hills

The governing body is responsible for the conduct of its school, and must promote high standards of educational achievement at the school. It is the school's accountable body and as such:

• provides a strategic view of the school by establishing a vision and setting the purpose and aims of the school within an agreed policy framework. It appoints and performance manages the headteacher, agreeing the school improvement strategy which includes setting statutory targets with supporting budgets and staffing structures;

• monitors and evaluates the work of the school by reviewing the performance of the headteacher / Executive headteacher, the effectiveness of the policy framework,

progress towards

targets, and the effectiveness of the school improvement strategy;

• signs off the self evaluation process and responds to school improvement service

and Ofsted reports as necessary. In addition it holds the headteacher to account

for the performance of the school and ensures that parents are involved,

consulted and informed as appropriate, with information to the community being

made available as required.

In order to do this, governors need to gain knowledge of how their school operates through

training, by attending meetings, and by getting to know their school community, for example

through a small number of visits to the school during the school day.
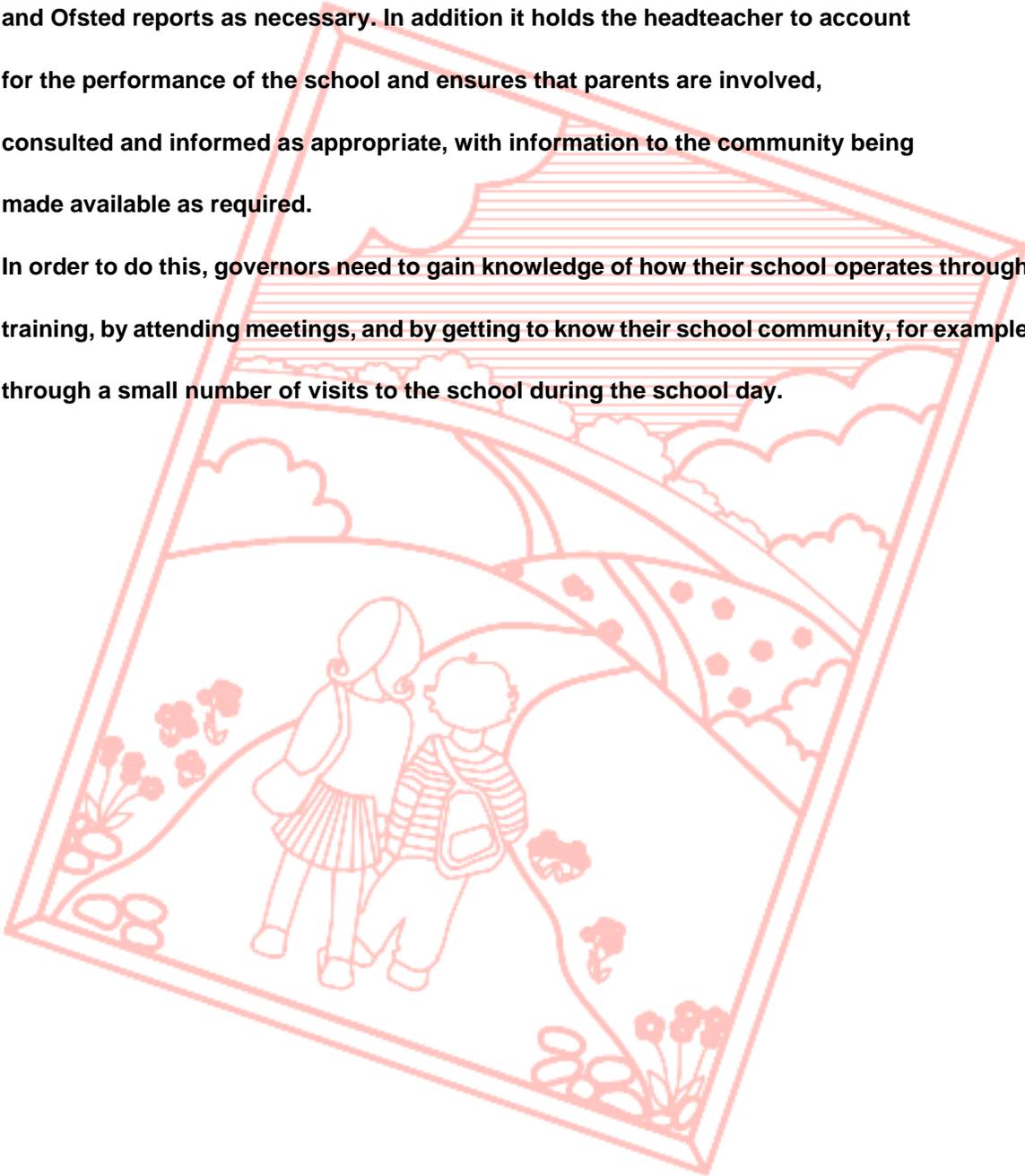
At Glen Hills, we are proud to have a successful and hard-working governing body. Here is a list of the Directors of Glen Hills (accurate as September 2014)

Chair of Governors—Mrs J Small

Vice Chair of Governors / Chair of the Curriculum Committee -Mrs C Kingsley-Mills

Chair of the Finance Committee —Mr S Curley

Chair of the Management Committee—Mr R Crouch

Executive Head Teacher - Mr T J Sutcliffe

Head of School - Mrs R L Wesley

Assistant Head - Mrs J de Voil

Assistant Head - Miss Smith

Office Manager - Mrs Hind

Mrs V Grage

Mr D Nutbrown

Mrs M Butterworth

Mrs S Roberts
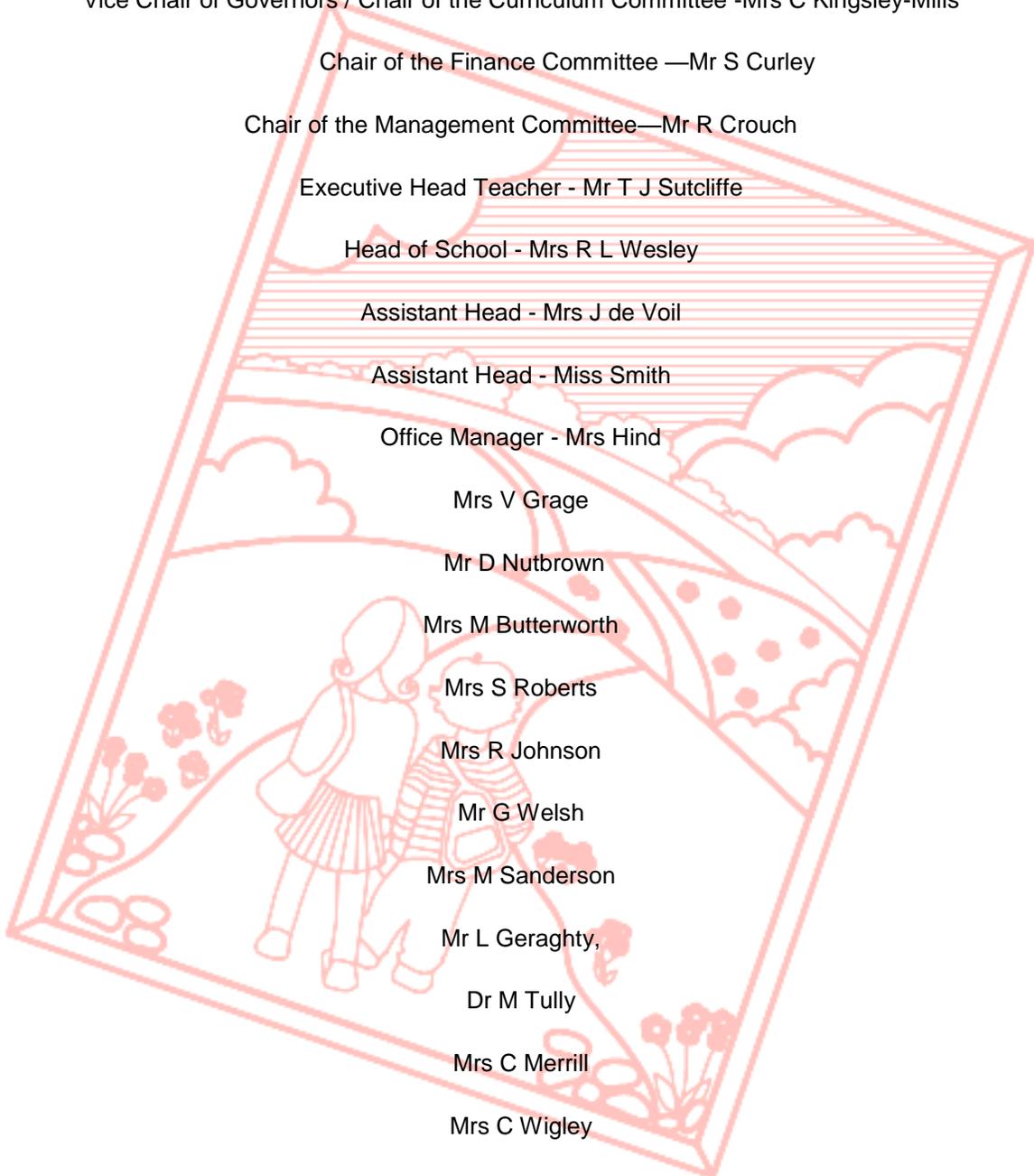
Mrs R Johnson

Mr G Welsh

Mrs M Sanderson

Mr L Geraghty,

Dr M Tully

Mrs C Merrill

Mrs C Wigley

Clerk – Mrs S Foreman

GLEN HILLS PRIMARY SCHOOL ACADEMY TRUST
– Contact List/Role & Responsibilities –
GOVERNORS 2015

Name & Phone	Post/Role	Committees	Type & Term of Office
Amy Smith		Finance & Personnel Management	Staff Governor 02-05-12 to 01-0-16
Becky Wesley	Management / Curriculum committee link	Finance & Personnel Curriculum Management	Staff Governor 12-09-14 to 11-09-18
Chris Kingsley-Mills	Vice Chair of Governors Year 1 Foundation Stage Safeguarding Child protection Looked after children Anti-bullying	Safeguarding Curriculum (Chair) Pay Committee Head teacher's performance management	Community Governor 01-03-12 to 29-02-16
Chris Merrill	Year R SEND	Curriculum	Community Governor 01-03-12 to 29-02-16
Chris Wigley	Year 5 Training & Development Governor	Curriculum Pay Committee	Community Governor 01-03-12 to 29-02-16
Daniel Nutbrown	Year 6 Science	Finance & Personnel Management	Parent Governor 17-10-13 to 16-10-17
Janette de Voil		Safeguarding Curriculum	Staff Governor 12-09-14 to 11-09-18

Jo Small	Chair of Governor Year 2 Literacy Community Links Safeguarding Child protection Looked after children Anti-bullying	Finance and personnel Management committee Pay committee (Chair) Safeguarding (Chair)	Community Governor 14-06-14 to 13-06-18
Lee Geraghty	Year 3 Maths Healthy School	Finance and personnel Pay Appeals Head teacher's performance management	Community Governor 01-03-12 to 29-02-16
Marie Butterworth	Year 2 SEND	Curriculum	Parent Governor 17-10-13 to 16-10-17
Melissa Sanderson	Year R	Management Safeguarding Pay Committee reserve Head teacher's performance management reserve	Parent Governor 30-06-14 to
Michael Tully	Year 5 ESOL Pupil Premium Monitoring racist incidents	Curriculum Safeguarding	Local Authority Governor 09-11-10 to 08-11-14
Pauline Hind		Finance and personnel Management	Staff Governor 02-10-13 to 01-10-17
Robin Crouch	Year 4 ICT and computing	Finance and personnel Management (Chair)	Parent Governor 02-05-12 to 01-05-16
Rose Johnson	Year 3 Music	Curriculum	Parent Governor

			02-05-12 to 01-05-16
Sally Ann Roberts	Year 6	Curriculum	Community Governor 01-03-12 to 29-02-16
Simon Curley	Year 6 Management / Finance Committee Link Eco	Finance & Personnel (Chair) Management Pay Committee	Community Governor 14-06-14 to 13-06-18
Sue Foreman			Clerk to Governors
Tim Sutcliffe	Curriculum / Finance Committee Link	Finance and personnel Curriculum Management Safeguarding	Executive Head teacher Ex officio
Vicky Grage	Year 1 PE	Curriculum Head teacher's performance management reserve	Parent Governor 17-10-13 to 16-10-17
Geoff Welsh	Year 4	TBC	Community Governor 26-02-15 to 25-02-19

Glen Hills Primary School Statement of Aims

At Glen Hills we aim to provide a safe, happy and stimulating learning environment which enables each child to reach his/her full potential by:-

- Working as a team comprising children, staff, parents, governors, outside agencies and visitors;
- Valuing the contribution of each individual within that team;
- Providing a broad varied curriculum planned to suit the individual child yet within the 'Desirable Outcomes' and the National Curriculum framework.
- Promoting justice and good standards of behaviour and discipline;
- Showing and encouraging respect and tolerance for the school community as well as each other;
- Promoting equality of opportunity regardless of race, religion, gender, social background or ability;
- Promoting links with other schools as well as the local and wider community.
- Recognising the needs and nurturing strengths;

As a result of such an environment we hope our children will :

- be confident and at ease with themselves and others;
- become independent, self disciplined and self motivated;
- have respect for themselves, each other and the environment;
- be keen to learn and able to set, and achieve, realistic goals of a high standard;
- be valued as an individual and as a member of the community, both within the school and beyond;
- become literate, numerate, communicative, creative and co-operative.

The Committees of Glen Hills Governing Body

We split the business of the Governing Body into five key Committees. Finance, Management and Curriculum meet approx 5 or 6 times a year. **The role of academic standards is a whole governing body aspect and is always covered in each full governing body meeting one each term.**

The overview of roles and responsibilities for the committees are as follows;

Finance

The Finance Committee review and assist the Head teacher in setting the school budget, analysing aspects of financial spending and ask questions to justify amounts spent.

The Finance Committee also assist in reviewing quotations for work carried out, review staffing structure changes, help the school financially 'benchmark' and act as a supportive but challenging friend. Please see terms of reference for complete description.

Curriculum

Role –

The Curriculum Committee meet to assess the following;

- Curriculum policies
- Curriculum subject updates
- The SEF (school Self-Evaluation Form)
- Governor subject visits

Management

Role –

The Management Committee meet to assess the following;

- Non-curriculum policies
- Health and Safety procedures
- Building conditions / work to be carried out

The Management Committee also assist in reviewing quotations for work carried out and review staffing structure changes. Please see terms of reference for complete description.

Pay

The Pay Committee meet as and when necessary to assess the following;

- Recommendations for pay increments for Head, Deputy and Assistant Head (or other associated Leadership roles)
- Recommendations for pay increments in line with staffing structure
- Recommendations for teachers moving onto UPS the (Upper Pay Spine)

see terms of reference for complete description.

Safeguarding

The Safeguarding Committee meet as and when necessary to assess the following;

- Safeguarding procedures in the school
- To carry out the Safeguarding Audit annually

CODE OF CONDUCT FOR THE GOVERNING BODY

BACKGROUND

The purpose of the code of conduct is to help promote best practice in school governance. A governing body working as a team can make a significant contribution to a school's performance, whereas, a governing body that does not work together effectively has lesser impact.

There is no legislation to enforce a code of conduct for dealing with unacceptable behaviour of governors. However, if governors are to contribute effectively to their schools and communities there is a general standard of behaviour that is acceptable. The code of conduct seeks to express those expectations in a framework for governing bodies to adopt.

Some of the principles underlining the code of conduct are based on the Nolan Report and these are outlined in the code.

By adopting this code of conduct governing bodies are setting their own standard of behaviour and expectations from governors. It is important that new governors are made aware of the code.

Aims and standards

- The purpose of each governing body is to help the school provide the best possible education for each of its pupils, and to enable them to reach the highest standards of achievement.
- The governing body is expected to provide a strategic view of where the school is heading and to contribute to the development of the school. They do this by helping to develop the strategic framework within which the school operates and determining the character, aims, ethos and values of the school. Governors govern their school through developing its policies.
- Governors are expected to hold the Head Teacher to account and to hold the school to account for the educational standards provided.. This includes monitoring and evaluating the work of the school, offering support, constructive advice, a sounding board for ideas, a second opinion on proposals and help where needed. This will also include challenging and asking questions of the head teacher.
- The governing body is accountable to the community: to those who established and fund the school and to parents and the wider community for the way it carries out its functions. In the longer term the governing body is also accountable to the pupils of the school.
- The governing body acts at all times in accordance with the requirements laid down in Acts of Parliament and Regulations.
- The governing body acts at all times fairly, without prejudice, and in accordance with the principles laid down by the Committee on Standard in Public Life ("Nolan Committee"), which are set out later in this Code of Conduct.

Roles and responsibilities: individual governors

- Governors acknowledge that the office of governor involves a commitment of time and energy to the role.

- Governors should become actively involved in the work of the governing body, attending meetings regularly and accepting a fair share of responsibility, including serving on committees and working groups, and visiting the school where possible.
- Governors are elected or appointed by different groups - including parents, teachers, staff and the LA. Although chosen by different groups each governor has a responsibility to make up his/her own mind about issues that are considered by the governing body. Once decisions are made by the governing body (or under the delegated authority of the governing body), individual governors are bound by them and are expected to support and abide by them.
- It is important for individual governors to be able to express their ideas and have them heard. Governors should accept that others may not share their views and may even strongly disagree with them. However, governors respect each other and are courteous when there are differences in opinions.
- Governors should accept the necessity of addressing individual and collective needs for training and development, and should corporately monitor and evaluate the effectiveness of the governing body on a regular basis.

Roles and responsibilities: governing body

- The governing body is a corporate entity and acts as a group. No one category of governor has any right to act individually, except when the governing body has given delegated authority to do so (or when the Chair [or Vice-Chair] has to take urgent action).
- The strength of a governing body lies in the talents and commitment of its members, and in their ability to work together as a team for the good of the school. Every governor has an equal right to participate and to state his or her own views. No governor has the right to expect preferential treatment because of his or her status on this or any other body or group.
- Governors should recognise and support the headteacher with his/her responsibilities for the day-to-day internal organisation, management and control of the school and for advising on, and implementing, the governing body's strategic framework.
- Governors have a responsibility to act fairly and without prejudice at all times, and in so far as they have responsibilities for staff, will fulfil all that is expected of a good employer. Concerns about individual members of staff will be dealt with through the headteacher and not aired publicly.
- Governors have a duty to get to know the school and are encouraged to involve themselves in school activities. Visits to the school will be undertaken within the framework established by the governing body and agreed with the headteacher.
- Governors are accountable to the community in the way they carry out their functions.
- Governors are inclusive in their approach to school governance. All groups within the community are made welcome and encouraged to participate on the governing body. Needs of governors who require extra support to fulfil their role are addressed.
- The governing body will decide how to deal with breaches of this code of conduct.

Confidentiality

- The governing body encourages open governance, and should be seen to be doing so.
- The governing body decides if an item for discussion is confidential and all governors are expected to abide by that decision. Individual governors are expected to respect that confidentiality and not disclose information deemed as confidential in any other forum. All

discussion in reaching decisions should remain confidential to those present at the meeting.

- All reports to the governing body and its committees are public documents after the meeting has considered them and must be available at the school to anyone wishing to view them unless the governing body specifically decides they are confidential.
- Only those specifically authorised will speak or act on behalf of the governing body.

Principles of Public Life (from the Second Report of the Committee on Standards in Public Life or "Nolan Committee")

Governors hold a public office and are expected to abide at all times by the principles governing those is public life. These principles apply at all times and should also guide the work and operation of the governing body.

These principles are:

Selflessness

Holders of public office should take all decisions 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 friends.

- In the case of school governors this means not seeking to pursue a policy or course of action solely because it benefits family or friends and recognising that the reason for holding office is for the benefit of all the children at the school not one particular group in isolation. In cases where a governor has a pecuniary or direct interest they should declare this, withdraw from the meeting and not take part in the decision making process.

Integrity

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

- For example, Parent Governors should not commit themselves to resolving a problem on behalf of another parent when this may not fit with the aims and ethos of the school.

Objectivity

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

- It is important that the governing body and individual governors receive adequate information and training to do this effectively.

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.

- In the case of school governors this means being prepared to give an answer for how they govern the school and ready to take collective responsibility for this.

Openness

Holders of the public office should be as open as possible about 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 this.

- Governing bodies should be mindful of the reasons for determining information as confidential in cases other than when individuals are named or directly affected.

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 public interest.

Leadership

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

Ensuring active participation on the governing body

Support

Governing bodies work best when there is an ethos of mutual support, where different ideas and viewpoints are encouraged. Relationships within the governing body are not undermined by differences in opinions.

Governors esteem each other and have relationships of mutual support and respect. Colleagues are supported when expressing their ideas, viewpoints or challenging the governing body. Conversely, governors are also sensitive when challenging others.

Behaviour

It is important governors behave in ways that will help the governing body to work as a team.

Responsibility

Individual governors are responsible for informing others if they find behaviour of others inappropriate and need support.

Confidentiality

Confidentiality is not to be confused with secrecy. There are circumstances when matters discussed during meetings will need to be discussed with others

We encourage governors of all committees to become involved in both work scrutinies and sampling (annually done with the governors) and also to partake in curriculum governor visits; we generally have three or four a year of which one is always English or maths. Our Governor Visit Policy is as follows;

A Guide to Governor Visits

WHY VISIT?

The purpose of the visit is not to inspect the school but to monitor that school policy is reflected in school practice.
Visiting the school is an important aspect of governors' work. To be really effective and fully involved governors must get to know the school. This means visiting the school to meet and talk to pupils and staff, to get a feel for how things work. In this way governors will:

- Learn more about their roles and give meaning to work undertaken in governing body and committee meetings

- Build relationships with pupils and staff by getting to know them and the challenges they face

- Be better equipped to carry out their important monitoring and evaluation role

It is important to develop a culture in school that encourages and supports governor visits since in certain cricumstances visits may become potentially stressful for bothstaff and governors.

Recognising tensions, being explicit about purpose, and building trusting and professional relationships are the key to ensuring that visits are valuable experience for all concerned.

Governors need to know what is happening in the school by addressing the following questions:

- How successful are the governors' policies?

- Are targets for improvements being met?

- What are the key issues facing staff?

- What are the problems and how can staff be supported?

PROCEDURE FOR GOVERNOR VISITS

Planning

- A schedule of visits is agreed annually — the schedule is linked to key priorities in development or action plans and aims to take account of the needs of new governors, new initiatives and the 4 year rolling programme for curriculum development
- Visits must have a clear purpose.

Before the Visit

Meeting with the Subject Coordinator/Management Team:-

- Discuss an agenda/timetable for the observations.
- Discuss the subject policy documents.
- Agree how you will be introduced.
- Be positive, friendly and encouraging

During the Visit

- Make sure that you arrive on time
- On arrival remember to follow the school's security procedures
- Make sure the head knows that you are on site
- Remember that you are not inspecting the school
- Remember that the school is a workplace for lots of people
- Remember that you are there to learn
- Stick to the purpose of your visit
- Avoid getting drawn in to any discussion on personal or general staff grievances
- Look relaxed, get involved and blend in
- Observe discreetly; remember that note taking is disconcerting for everyone
- Talk to staff and pupils, show interest and enthusiasm
- When appropriate ask questions, be courteous, not critical
- Keep an open mind, be flexible and 'go with the flow'
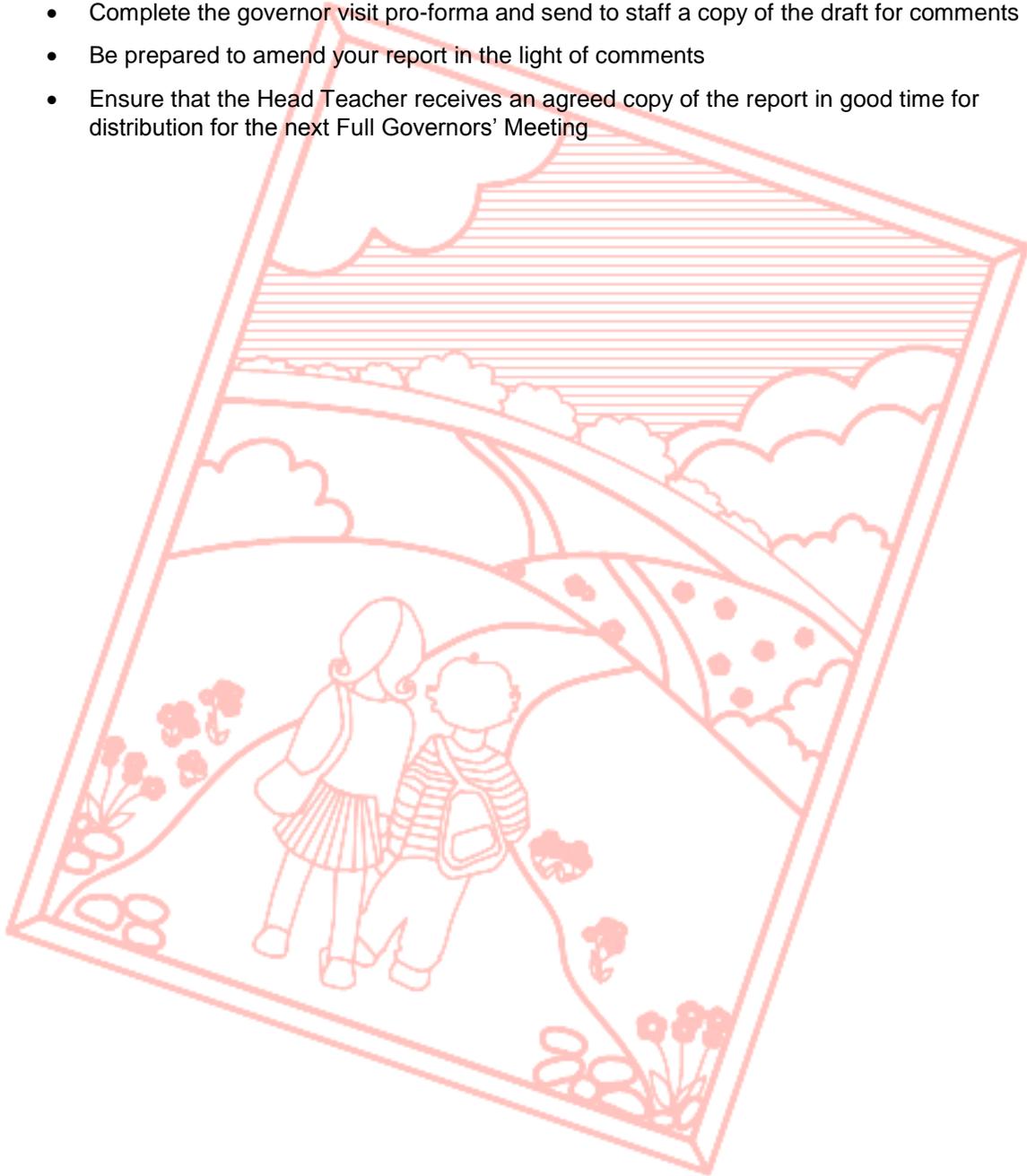- Look for opportunities to give praise

After the Visit

- Thank staff for hosting your visit
- Discuss what was observed with the member of staff
- Allow staff to explain and check out understandings
- Ask for explanations on anything about which you are unsure
- Be positive, friendly and encouraging
- Make your notes as soon as possible whilst observations are still fresh in your mind

- If appropriate, discuss your observations with the Head/Head of Department
- Agree arrangements for any follow up visits
- Reflect on what you have seen and how this connects to the priorities of the school.

Reporting Back to the Governing Body

- Complete the governor visit pro-forma and send to staff a copy of the draft for comments
- Be prepared to amend your report in the light of comments
- Ensure that the Head Teacher receives an agreed copy of the report in good time for distribution for the next Full Governors' Meeting

GOVERNOR VISITS REPORT PRO-FORMA

Visit made by		On	
Purpose of visit			
Observations made, including observation of the pupils' attitude to learning			
Additional comments			
In support of the above visit I/we have ☐ Talked to children about their learning ☐ Visited lesson(s) and reported back to the governing body ☐ Spoken to the co-ordinator about policy and practise			
Signed		Date	

Glen Hills Primary School Staffing Structure

The teaching staffing structure and pay guidelines for Glen Hills Primary School are listed below together with individuals current scales actual salary not listed due to data protection compliance;

Executive Headteacher	Leadership Spine	Assessment / More and Very Abled Leader
Head of School	Leadership Spine	Phase 1 Leader / English Leader
Assistant Head	Leadership Spine	Science Leader / School Direct Leader
Assistant Head	Leadership Spine	Phase 2 Leader / Maths Leader
Computing / ICT Leader and Pupil Premium Leader	TLR 2b	
PE Leader (shared role)	TLR 2b	
SENCo	TLR 2a	
Foundation Stage Leader	TLR 2a	
Music and Cultural Leader	TLR 2a	
Art Leader	Main Scale	
Geography Leader	Main Scale	
DT Leader	Main Scale	
History Leader	Main Scale	
Environmental Leader	Main Scale	
PSHE Leader	Main Scale	
Library Leader	Main Scale	
French Leader	Main Scale	
RE Leader	Main Scale	
Local Community Leader	Main Scale	

TLR3s as appropriate

Terms and Abbreviations

AA	Ancillary Assistant
AAP	Average Ability Pupil
AfL	Assessment for Learning (assessment procedures in teaching and learning)
AM	Assessment Manager (system used for our assessment and tracking of pupil data)
APS	Average points scored by a cohort of children
ARE	Age Related Expectation
AVCO	System for sending info between schools and Local Authority
CA	Classroom Assistant
DBS	Disclosure and Barring Service (formerly CRB)
DfE	Department for Education
ECM	Every Child Matters
EIS	Leicestershire Electronic Information service (documents, policies info etc)
EYFS	Early Years Foundation Stage
FS	Foundation Stage
FTE	Full time equivalent
FFT	Fischer Family Trust (predictions of pupils targets/results)
FSM	Free School Meals
FS2	Foundation Stage 2
GH	Glen Hills Primary School
HAP	Higher Ability Pupil
H and S	Health and Safety
HLTA	Higher Level Teaching Assistant
HMI	Her Majesty's Inspectorate
HRD	Human Resource Day
ICT	Information Communications Technology
INSET	In Service Training
KS	Key Stage (1 or 2)
LA	Local Authority (in some documents pre 2006, this may be referred to as LEA (Local Education Authority)).
LAC	Looked-After Child
LAP	Lower Ability Pupil
LSA	Learning Support Assistant
MFL	Modern Foreign Language
M and E	Monitoring and Evaluation
MVA	More and Very Abled pupil
NN	Nursery Nurse
NOR	Number on role
NPS	National Primary Strategy
NQT	Newly Qualified Teacher
OfSTED	Office for Standards in Education
PGCE	Post Graduate Certificate for Education
PM	Performance Management
PPA	Planning, Preparation and Assessment
PPE	Pupil Premium Eligible (pupil)
PSA	Parents and Staff Association
PSED	Personal and Social Education (one of the FS Six Areas of Learning)
PSHE	Personal Social Health Education

RAISEonline	Statistical data on achievement, attendance, FSM etc which all schools receive.
SATs	Standardised Assessment Tests/Tasks
SDP	School Development Plan
SEAL	Social and Emotional Aspects of Learning
SEF	Self Evaluation Form
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SIMS	School Information Management System
SLT	Strategic Leadership Team
SMSC	Spiritual, Moral, Social and Cultural Education
SDP	School Development Plan
SWHS	South Wigston High School
TA	Teaching Assistant
TandL	Teaching and Learning
TLR	Teaching and Learning Responsibility
VLE	Virtual Learning Environment

The Data Dashboard…

On the OfSTED site, there is a section called the Dashboard which gives an overview of performance, attendance and achievement for every school.

It is the expectation that Governors are familiar with the information for Glen Hills on this site.

The Development Plan…

The Main Areas for development over the next twelve months are: -

- **Ensure KS2 SAT results hit FFT D targets in 2016 (Maths / Lit) KS2 emphasis on ensuring pupils are considerably prepared for test 'culture' whilst maintaining our strong beliefs in the enriched and wider curriculum (Maths / Lit)**
- **Continue the strong focus through scrutinies of books to ensure complete consistency with marking across all subject areas (all areas)**
- **Continue focus with additional intervention for reading (Lit)**
- **Monitor new focus on Guided Reading (TLR3 position)**
- **Monitor the developments with GPS (TLR3 position)**
- **Utilise the Numicon maths approach (TLR3 position)**
- **Ensure new subject assessment systems are used effectively (all areas)**
- **Further develop computing and ICT cross-curricular links – all subjects (ICT/all areas) with use of iPads**
- **Continue to ensure additional PE funding for staff to learn alongside PE specialist coaches is effective and monitored (PE)**
- **Ensure Pupil Premium expenditure continues to have a specific impact (Lit / Maths / all areas)**

Budget Breakdown (figures approx. – 2014)
Staffing costs = 86% approximately

% EXPENDITURE OF BUDGET

Legend:
- Teaching staff
- Broadband
- Premises staff
- Admin staff
- Midday staff
- Learning resources
- Admin supplies
- Classroom Support Staff
- PE coaches
- Building and maintenance
- Insurance
- Energy and water
- Misc
- Catering staff

Pie chart values:
- Teaching staff 56%
- Classroom Support Staff 17%
- Admin staff 4%
- Misc 4%
- Learning resources 4%
- Premises staff 3%
- Midday staff 2%
- Admin supplies 2%
- Insurance 2%
- Building and maintenance 2%
- Energy and water 2%
- Catering staff 2%
- PE coaches 0.4%
- Broadband 0.4%