



CHESTNUTS GOVERNING BODY

GOVERNANCE PACK

2022/23

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WHAT IS GOVERNANCE?

The purpose of governance

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance. All boards, no matter what type of schools or how many schools they govern, have three core functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent.

The key features of effective governance

Boards must be ambitious for all children and young people and infused with a passion for education and a commitment to continuous school improvement that enables the best possible outcomes. Governance must be grounded in reality as defined by both high-quality objective data and a full understanding of the views and needs of pupils/students, staff, parents, carers and local communities. It should be driven by inquisitive, independent minds and through conversations focussed on the key strategic issues which are conducted with humility, good judgement, resilience and determination.

In our rapidly developing education system the range of organisations being governed is more diverse than ever – ranging from single small primary schools to large MATs governing numerous schools. Regardless of the scale or nature of the organisation being governed, the features of what makes for effective governance remain the same. They are common across the education sector and share their fundamental principles with governance in the charity and business sectors.

Effective governance is based on six key features:

- Strategic leadership that sets and champions vision, ethos and strategy.
- Accountability that drives up educational standards and financial performance.
- People with the right skills, experience, qualities and capacity.
- Structures that reinforce clearly defined roles and responsibilities.
- Compliance with statutory and contractual requirements.
- Evaluation to monitor and improve the quality and impact of governance.

The first two features are the core pillars of the board's role and purpose. The second two are about the way in which governance is organised, and the last two are about ensuring and improving the quality of governance.

Key materials:

DfE Governance Handbook:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf

DfE Competency Framework:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance_.pdf

DfE resources for governors page: <https://www.gov.uk/government/collections/local-authority-maintained-schools-governance>

NGA School leaders and governing boards: what do we expect of each other?:
<https://www.nga.org.uk/what-we-expect.aspx>

VISION AND VALUES

Vision

The Chestnuts community works together to celebrate each individual.

We encourage all children to achieve their unique potential through a supportive environment and a diverse and creative approach to learning and growing.

Values

Chestnuts helps children develop into young people who are:

- Ambitious and Creative
- Responsible and Respectful
- Compassionate and Curious
- Resilient and Tolerant

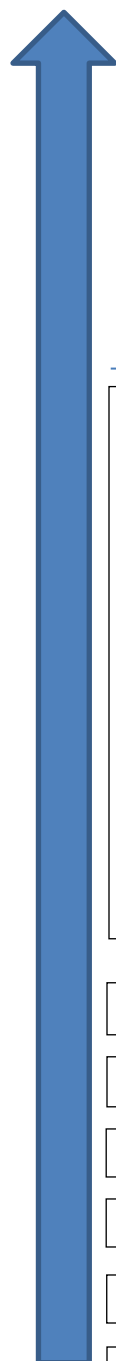
These values equip our children for life in the classroom, the school and the wider world.

SCHEDULE OF GOVERNORS

Name	Type of governor	Expiry of Term	Committee membership	Link governor and other roles
Dan Salem	Trust	20/09/22	F&P, HT Appraisal	Chair of GB Link - H&S
Vacancy	Trust			
Maureen Duncan	LA	15/09/2025	S&C	Link – Inclusion, Staff Wellbeing Chair of S&C
Vacancy	Co-Opted			
Kaley Foran	Co-Opted	02/12/24	S&C	
	Co-Opted			
Clare Matthai	Co-Opted	02/12/24	F&P, Pay Committee	Link - Finance
Vacancy	Co-Opted			
Vacancy	Parent	14/12/21	F&P	
Alex Davis	Parent	13/07/25	S&C	Link – Pupil/Parent Voice
Vacancy	Parent			
Helen Drummond	Parent	21/07/25	S & C	Curriculum
Katie Horwood	Headteacher	N/A	All	N/A
Marvis Scott	Staff	19/09/23	S&C	

GOVERNANCE MAP

Reports to



FGB

- Setting and ensuring clarity of vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Risk monitoring
- Approve budget, annual accounts and business plan
- Approve teacher appraisal policy
- Approve staff disciplinary policy
- Appoint HT appraisal panel
- Approve HT and DHT appointment
- Approve overall extra-curricular provision
- Approve changes to school status
- Approve all GB procedures
- Approve SEN policy
- Relationship with Trust
- Approve nursery admissions policy
- Approve safeguarding policy
- Approve complaints policy

HT APPRAISAL PANAL

- Annual HT appraisal

EXCLUSION PANEL (Ad hoc)

- Review 7 day/permanent exclusions

HT DISCIPLINARY PANEL (Ad hoc)

- Consider disciplinary action relating to HT

APPEALS PANEL (COMPLAINTS, STAFF DISCIPLINARY) (Ad hoc)

- Appeals regarding HT/Chair parent complaint decisions #
- Appeals regarding HT staff disciplinary decisions#

Standards and Curriculum

- Monitor SDP and SEF in relation to curriculum, attainment, teaching and parent partnership
- Review curriculum – coverage of curriculum
- Monitoring and analysis of attainment
- Review pupil premium effectiveness
- Monitor inclusion issues
- Monitor provision of RE
- Approve behaviour policies#
- Monitor teaching standards and CPD
- Monitor attendance
- Approve home-school agreement#
- Monitor parent communication and parent partnership (inc website)
- Monitor provision of extra-curricular services
- Monitor community relationships
- Monitor safeguarding issues

F&P

- Monitor SDP and SEF in relation to finance and staffing
- Budget planning
- Business plan development
- Budget monitoring (inc SFVS)
- Contract review (above delegated financial limits)#
- Approve capital expenditure #
- Approve and monitor financial policies#
- Monitor audit action plans
- Approve nursery fees and finances#
- Approve HR policies (excluding those reserved to FGB)#
- Staff structure planning
- Approve redundancy proceedings (consult with chairs of other committees)#
- Approve dismissal payments/early retirement#
- Approve H&S policy and monitor H&S issues#
- Monitor staff welfare/workload issues

SAFEGUARDING LINK GOVERNOR

PUPIL PREMIUM LINK GOVERNOR

PAY COMMITTEE

- Review and approve decisions regarding staff pay awards#

INCLUSION LINK GOVERNOR

READING LINK GOVERNOR

H&S LINK GOVERNOR

EARLY YEARS LINK GOVERNOR

STAFF WELLBEING LINK GOVERNOR

STEM LINK GOVERNOR

PUPIL VOICE LINK GOVERNOR

CREATIVE CURRICULUM LINK GOVERNOR (Arts & Humanities)

BAME LINK GOVERNOR

= delegated decision making authority from FGB

Summer Term

FGB

- Strategy planning for the following year
 - Review of SEF
 - Priority setting
- Accounts/Budget sign-off
- Review GB effectiveness

Standards

- Recommendations for strategy planning

F&P

- Accounts sign-off
- Confirm budget
- Recommendations for strategy planning

Strategic Planning

FGB

- Ongoing monitoring of SLD implementation

Standards

- Ongoing detailed monitoring of SLD implementation

F&P

- Ongoing monitoring of finances
- Detailed budget planning - reviewing areas of focus

Spring Term

Autumn Term

FG

- Review and approve SLD developed by

SLT

- Detailed review of KS1/2 results

Ongoing monitoring of SLD

F&P

- Ongoing monitoring of finances
- Preliminary budget planning – identify areas of focus

Pay committee

HT Performance Review

COMMITTEE DOCUMENTS
TERMS OF REFERENCE
FINANCE & PERSONNEL COMMITTEE
2022/23

Membership: At least three governors plus the Headteacher. In addition, the governing body may appoint associate members to the Committee in order to draw on expertise and experience from both inside and outside the school.

Quorum: Three governors (one of whom can be the Headteacher).

Chair: To be appointed by the committee at its first meeting in the Autumn Term, to continue in office until the first meeting of the committee in the following Autumn Term (should not be the Head Teacher).

Clerk: To be appointed by the committee at its first meeting in the Autumn term, to continue in office until the first meeting of the committee in the following Autumn Term (should not be the Head Teacher).

Voting: All governors who are members of the committee have voting rights. Associate members shall have limited voting rights; they cannot vote on any decision concerning the budget or financial commitments of the governing body and may be excluded from any part of a committee meeting when the item of business concerns an individual member of staff or a pupil.

Meetings: A minimum of one each term

Remit:

The overall remit of the committee is to, within the context of the school's agreed Vision Statement and agreed strategic priorities:

- provide a strategic overview and challenge function to the Head Teacher and Governing Body in all matters relating to budgeting, finance, personnel and staff development.
- develop and monitor the school's budget, its capital budget and asset management, additional sources of funding, ensuring value for money and legality in financial spending.
- monitor health and safety issues.
- monitor staff structures, pay and performance management, and management of staff's learning, development and welfare.

In particular, the committee's remit will include the following tasks:

Finance

- to contribute towards, and monitor the School Development Plan in respect of finance issues;
- to recommend the first budget plan of the financial year;
- to monitor the budget throughout the year
- to receive a report each term on the income and expenditure of all public funds and to provide a summary each term to the Governing Body;
- to prepare and review financial policy statements, including consideration of long term planning and resourcing, and also capital expenditure
- to carry out responsibilities delegated by the Governing Body in accordance with the financial scheme of delegation including reviewing the scheme;

- to monitor the effectiveness of the school's financial procedures including compliance with SFVS (Schools Financial Value Standards);
- to ensure the audit of non-public funds and report appropriately to the Governing Body;
- to monitor the impact and expenditure of the Pupil Premium Grant & Sports Grant (any other local/central government grant)
- to enter into contracts above £5,000 individual or in total to one counterparty, per annum (other than a staffing contract) and below £25,000 per annum (above recommend to Governing Body; below by Head Teacher);
- to agree virements between budget headings during the financial year above £5,000 and below £25,000 (above recommend to Governing Body; below by Head Teacher);
- to receive and consider reports (e.g. audit and SFVS reports) and consultation papers from the LA and other bodies concerning finance issues on behalf of the Governing Body;
- to prepare and review the final year end report.

Personnel

- to contribute towards, and monitor the School Development Plan in respect of personnel issues;
- to agree with the Head Teacher a staffing structure for the school which meets the aims of the School Development Plan;
- to agree a pay policy for teachers and support staff, including the use of discretionary pay provisions, implement it, and review it annually;
- to sign off salary assessments for all teaching staff in accordance with the Pay Policy and most recent School Teachers Pay and Conditions Document (delegated to the Pay Committee);
- to review annually the Performance Management Policy;
- to receive an annual report from the Head Teacher on operational effectiveness of the performance management policy;
- to monitor the effectiveness of staff development activities;
- to assist in drafting or reviewing job descriptions when vacancies occur;
- to establish appointment panels for leadership posts;
- to receive and consider reports and consultation papers from Haringey Children and Young People's Service and other bodies concerning personnel issues on behalf of the Governing Body;
- to establish and monitor the exit interview process for all teaching staff leaving Chestnuts Primary School.
- to monitor the staff development of Newly Qualified Teachers
- to monitor and provide guidance to the Governing Body, and support to the Head Teacher on matters relating to staff welfare

Health & Safety

- to review and report to the Governing Body on the school's Health & Safety policy, risk assessment procedures and advise the Governing Body
- to receive and consider reports and consultation papers from Haringey Children and Young People's Service and other bodies concerning Health & Safety issues on behalf of the Governing Body;

Decisions about the pay of individuals

- delegated to the Pay Committee for all teaching staff (excluding the Head Teacher). All such discussions will be treated as confidential, recorded as confidential and, if required, reported to the Governing Body under "Part Two". Governors working in the school, apart from the Head Teacher, cannot be involved in these decisions. The Head Teacher cannot make decisions about his/her own pay.

Additional:

- Finance & Personnel will manage any other matter that has material financial or personnel implications on the school resources.
- to liaise with other committees through the Chair;
- in relation to any decisions which will result in a redundancy process, to consult with the chairs of the Standards & Achievements Committee.

Reporting back:

- Minutes will be made available to the next ordinary meeting of the Governing Body. This will include decisions made under delegated powers by the Committee and recommendations where there is no delegation.

Signed: Chair of Committee:

Dated:

Signed: Head Teacher:

Dated:

**TERMS OF REFERENCE
PAY COMMITTEE
2022/23**

Membership: The Committee shall comprise a minimum of three governors. any paid employees of the school who are also governors are unable to be members of the Pay Committee. The Head Teacher may attend in an advisory capacity.

Quorum: Three governors.

Chair: To be appointed by the committee at its first meeting of the Autumn Term, to continue in office until the first meeting of the committee in the following Autumn Term (should not be the Head Teacher)

Clerk: To be appointed by the committee at its first meeting in the Autumn term, to continue in office until the first meeting of the committee in the following Autumn Term (should not be the Head Teacher)

Voting: All governors who are members of the committee have voting rights.

Meetings: A minimum of one meeting in the Autumn term

Remit:

The Governors Pay Committee acts as a delegated body from the Finance & Personnel Committee and will:

- annually determine salary progression for eligible teaching staff, following recommendation by the Head Teacher
- deal with any request from a governor or the school leadership team to review leadership pay ranges and report any recommendations back to the Committee responsible for staffing matters
- receive a summary report from the Head Teacher on support staff pay determinations

Reporting back:

- a verbal report will be made to the next meeting of the Finance & Personnel Committee. The report will include recommendations made to the Finance & Personnel Committee in the absence of delegated powers.

Signed: Chair of Committee:

Dated:

Signed: Head Teacher :

Dated:

**TERMS OF REFERENCE
STANDARDS & CURRICULUM COMMITTEE
2022/23**

Membership: This group acts as a working party and as such there is no requirement for a minimum membership. Ideally there will at least two Governors plus the Head Teacher present at all meetings. In addition associate members may be co-opted by the Governing Body in order to draw on expertise and experience outside school.

Quorum: Not required (except for approval of the policies delegated to this committee in the agreed policy review schedule, where the quorum shall be three governors (one of which can be the Head Teacher)).

Chair: To be appointed by the committee at its first meeting of the Autumn Term, to continue in office until the first meeting of the committee in the following Autumn Term (should not be the Head Teacher)

Clerk: To be appointed by the committee at its first meeting in the Autumn term, to continue in office until the first meeting of the committee in the following Autumn Term (should not be the Head Teacher)

Voting: This group is a working party only and has no delegated powers except for in relation to approval of the policies set out in the policy review schedule agreed by the full Governing Body. Only governors who are members of the committee may vote on policies. It offers recommendations to be agreed by the full Governing Body

Meetings: A minimum of one each half term

Remit:

The overall remit of the committee is to take a leading role in monitoring the implementation of the following aims set out in the school's Vision Statement:

- Help pupils develop into well-rounded young people who are ambitious, responsible, respectful, curious, resilient, tolerant, and engaged
- Provide a well-rounded, stimulating curriculum that prepares our pupils for the challenges of secondary school and their aspirations beyond, and which encourages a love of learning, and to help all pupils to make excellent progress and to achieve high standards
- Deliver excellent teaching and learning through high-quality staff who are well-trained and supported both in their roles and in their wellbeing, and who engage with research to improve pupils' outcomes
- Provide a high-quality foundation stage environment that supports pupils in every aspect of their development, and which prepares them well for the challenges of primary school
- Deliver excellent teaching and learning through high-quality staff who are well-trained and supported both in their roles and who engage with research to improve pupils' outcomes.
- Build an inclusive school environment that emphasises equality, where each pupil's needs are met, and where each pupil feels welcome, valued, safe and happy.
- Support and nurture our community through strong partnerships with pupils, parents, other schools and the wider local community, and through participation in, and development of, the Green Lanes Co-operative Trust.
- Ensure that the school's leadership supports open and transparent communication with the school's community.

In particular, the committee's remit will include the following tasks:

- to take a lead role in the developing and monitoring of the School Improvement Plan (SDP) in respect to the above aims;
- to take a lead role in monitoring the School Self Evaluation Form (SEF) in respect to the above aims;

Standards and curriculum

- to provide guidance to the Governing Body, and support for the Head Teacher and staff on matters relating to the curriculum, its implementation, delivery and impact;
- to review the school's curriculum policy and advise the Governing Body on this and other policy documents relating to the curriculum;
- with the assistance of the staff, to provide information about how the curriculum is taught, evaluated and monitored;
- to receive reports on the implementation of the school's individual subject policies;
- to review the policy and provision of Sex & Relationship Education and make recommendations;
- to review the policy and provision for collective worship and religious education and make recommendations;
- to review the impact of the Pupil Premium Grants & Sports Grant (any other grants distributed by central / local Government)
- to take a lead role in the monitoring of the impact of home learning expectations;
- to receive and consider reports and consultation papers from Haringey Children and Young People's service and other bodies concerning curriculum issues on behalf of the Governing Body;
- to lead on the review and reporting back to full Governors on the changes to the Ofsted Inspection Schedule.

Inclusion

- to assist with ensuring that the requirements of pupils with additional and special educational needs are met, including those identified as gifted and talented;
- to assist with ensuring that the educational attainment of looked after children, children in care and vulnerable children are met by the school. To receive termly reports on pupil's progress and statistics around children in care.

Safeguarding

- to review and report to the Governing Body on the school's Safeguarding policy, risk assessment procedures and advise the Governing Body
- to receive and consider reports and consultation papers from Haringey Children and Young People's Service and other bodies concerning Safeguarding issues on behalf of the Governing Body;

Wraparound care and nursery

- to monitor the quality and scope of wraparound care (i.e. breakfast club, after-school club, holiday club and afternoon clubs) (excluding financial issues)
- to monitor the standard of provision of the nursery (excluding financial issues)

Community and communication

- to provide guidance to the Governing Body, and support for the Head Teacher and staff on matters relating to the communication and the wider community, the implementation, delivery and impact of parental and community involvement;
- to take lead role on networking with other schools and reviewing opportunities for shared resources – report back to the full Governing Body
- with the assistance of the staff, to provide information about how the community are being involved in the school and how environmental issues are being managed, evaluated and monitored;

- to take the lead role in developing relations with the school PSA and reporting back on their work;
- to take the lead role in ensuring that the school actively promotes parental volunteering, monitor and evaluate the impact;
- to receive reports on the implementation of the school's policies relating to the school environment and the involvement of parents and the wider community;
- to receive and consider reports and consultation papers from Haringey Children and Young People's service and other bodies concerning environment and community issues on behalf of the Governing Body;

Additional:

- to liaise with other committee's through the chair.

Reporting back:

- a verbal report will be made to the next meeting of the full Governing Body. The report will include recommendations made to the full governing body in the absence of delegated powers.

Signed: Chair of Committee:

Dated:

Signed: Head Teacher :

Dated:

GOVERNOR ROLE DESCRIPTION

Governors work together to carry out their core functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
4. ensuring the voices of stakeholders are heard

Governors must also ensure that the governing body complies with all legal and statutory requirements. Governors should seek the advice of the clerk to the governing board and other professional advice as appropriate.

Governing body strategic responsibilities

Governing bodies work closely with headteachers and senior leaders. Headteachers are responsible for day to day management whereas the role of the governing body is strategic. As such, governors are responsible for:

- determining the mission, values and long-term ambitious vision for the school
- deciding the principles that guide school policies and approving key policies
- working with senior leaders to develop a strategy for achieving the vision
- ensuring that parents, pupils, staff and the wider community are involved, consulted and informed as appropriate
- ensuring that all pupils have access to a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- setting the school's budget and ensuring it is managed effectively together with premises and other resources
- agreeing the school's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective

Monitoring and evaluating school performance

Governors must monitor the priorities that have been set to ensure progress is being made by:

- measuring the school's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies
- evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance
- asking challenging questions of school leaders in order to hold them to account
- holding the headteacher to account for standards, financial probity and compliance with agreed policies
- visiting the school to monitor implementation of the strategy and reporting back to the board (this could be in a link governor capacity)
- ensuring that there are policies and procedures in place to deal with complaints effectively

Panels and committees

When required, governors are expected to serve on panels or committees in order to:

- appoint the headteacher and other senior leaders
- appraise the headteacher and make pay recommendations

- hear staff grievances and disciplinary matters
- review decisions to exclude pupils
- deal with formal complaints

Contribution to the governing body

Governors should ensure that they are making a positive and meaningful contribution to the governing body by:

- attending meetings (a minimum of 3 full governing board meetings and a number of committee meetings each year), reading papers and preparing questions for senior leaders in advance
- establishing and maintaining professional relationships with senior leaders and colleagues on the board
- getting to know the school, including visiting the school occasionally during school hours
- undertaking induction training and developing knowledge and skills on an ongoing basis

Expenses

Governors should receive out of pocket expenses incurred as a result of fulfilling their role as governor and NGA recommends that a governing board should have such an expenses policy. Payments can cover incidental expenses, such as travel and dependency care, but not loss of earnings.

CHAIR ROLE DESCRIPTION

The chair of the governing board is a leadership role that provides clear direction to the governing board who work as a team to challenge, support and contribute to the strategic leadership of the school.

Governing boards in all types of schools should focus on their core functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
4. ensuring the voices of stakeholders are heard

Strategic and leadership responsibilities

The chair provides strategic leadership that allows governors/trustees to fulfil their functions by:

- ensuring that there are transparent and effective processes for recruiting and inducting a new headteacher
- ensuring appropriate governor involvement in the recruitment of senior leaders
- ensuring the board has good knowledge of the school and has mechanisms in place to obtain and listen to the views of parents, pupils and staff
- ensuring that the governing board sets a clear vision and strategy for the school
- ensuring that the governing board and headteacher have a shared vision and sense of purpose
- leading the board in monitoring the headteacher's implementation of the strategy
- setting the culture of the governing board, balancing and valuing both the support and challenge responsibilities
- ensuring the board acts as a team
- ensuring that there is a succession plan for the chair, vice chair and any committee chairs

Wider leadership responsibilities

The chair has wider leadership responsibilities associated with the role and status of lead governor on the board, such as:

- being a first point of contact and playing a leading role in employment matters as required by the adopted procedures of the school e.g. grievance, disciplinary, capability
- where required, acting as a first point of contact and respondent in matters raised with the school or trust by external bodies e.g. LA, DfE
- where required, representing the governing board in its dealings with external partners and be an advocate for the school
- attend school events as appropriate and encourage other governors to do so

Developing the team

Governing boards needs a range of skills and knowledge to carry out their functions effectively. It is the responsibility of the board's chair to:

- ensure the board has the required skills and commitment to govern well, and that appointments made fill any identified skills gaps and ensure a diverse team
- ensure all members of the board have a thorough understanding of their role and receive appropriate induction and ongoing development as required
- ensure that board members are involved, feel valued and encourage their development
- ensure members of the board act reasonably and in line with the board's agreed code of conduct
- develop a good working relationship with the vice chair, keeping them fully informed and delegating tasks as appropriate

Working with school leaders

Chairs and school leaders must develop effective working practices which are mutually supportive. It is the responsibility of chair to:

- ensure that the governing board fulfils its duty of care to the headteacher, including ensuring a safe and secure working environment, a reasonable work-life balance, and support for their wellbeing
- ensure all board members concentrate on their strategic role and hold the headteacher to account
- build and encourage a professional relationship with the headteacher which allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings
- meet regularly (normally monthly) with the headteacher
- oversee and participate in the headteacher's performance review, ensuring that appropriate continuing professional development (CPD) is provided
- ensure that the headteacher provides staff with an understanding of the role of the governing board and acts as link between the two

Influencing improvement and achieving outcomes

The board's activities should be focused on school improvement and achieving the best outcomes for pupils. The chair of the board is expected to:

- ensure the board is involved at a strategic level in the school's self-evaluation process and that this feeds into its key priorities
- ensure the board's business is focused on the strategic priorities
- collaborate with school leaders to ensure the board has the information it needs to monitor the implementation of policies; pupil attainment and progress and the financial health and sustainability of the school or trust

- evaluate and question information in order to identify appropriate actions, modelling this approach for other board members
- take the lead in representing the governing board at relevant external meetings with agencies such as Ofsted, the DfE and the local authority

Leading governing board business

Chairs are responsible for the smooth and effective running of board meetings and so are required to:

- ensure that the governing board appoints a professional clerk capable of advising the board on its functions and relevant procedure
- ensure that a development and appraisal process is in place for the clerk that includes a conversation about the pay and remuneration they receive
- work with the clerk and the headteacher to plan for board meetings, ensuring that agendas focus on the board's key responsibilities and strategic priorities and reduce unnecessary paperwork
- chair meetings effectively and promote an open culture on the governing board that allows ideas and discussion to thrive while ensuring clear decisions are reached as quickly as possible
- collaborate with the clerk to establish effective working procedures and sound committee structures
- ensure that decisions taken at the meetings of the governing board are implemented
- ensure that complaints made to the governing board are dealt with in a timely and effective manner through the adopted complaints procedure

Expenses

Governors and trustees should receive out of pocket expenses incurred as a result of fulfilling their role and NGA recommends that boards have such an expenses policy. Payments can cover incidental expenses, such as travel and dependency care, but not loss of earnings.

LINK GOVERNOR DOCUMENTS

SPECIFIC LINK GOVERNOR ROLES/RESPONSIBILITIES

Subect area	Specific role	Staff contact	Reports to
Safeguarding	<ul style="list-style-type: none"> • Monitor compliance with safeguarding requirements • Work with the HT to develop the safeguarding policy and procedures • Inspect the single central record on a termly basis • To be consulted regarding any relevant complaints/exclusions 	HT	Standards
BAME/ Inclusion	<ul style="list-style-type: none"> • Input into the SEF and monitor the SDP in relation to BAME issues 	Assistant HT	Standards
Curriculum overview	<ul style="list-style-type: none"> • Input into the SEF and monitor the SDP in relation to the broad curriculum 	DH	Standards
Early Years & Yr one	<ul style="list-style-type: none"> • Input into the SEF and monitor the SDP in relation to the EYFS curriculum 	EYFS Lead	Standards
Pupil Premium	<ul style="list-style-type: none"> • Monitor the use and effectiveness of pupil and sports premium • Monitor compliance with reporting requirements in relation to pupil and sports premium 	DHT	Standards and F&P
H&S	<ul style="list-style-type: none"> • Monitor compliance with H&S requirements • Work with the HT to develop the H&S policy and procedures • Complete annual H&S inspection 	HT/Facilities Manager	F&P
Pupil Voice	<ul style="list-style-type: none"> • Ensure that the pupil voice is appropriate heard by the GB 	Upper KS2 Lead	Standards
Staff Wellbeing	<ul style="list-style-type: none"> • Monitor staff wellbeing initiatives • Ensure that staff wellbeing is appropriately considered by the GB 	HT	F&P
English & Phonics	<ul style="list-style-type: none"> • Input into the SEF and monitor the SDP in relation to the EYFS curriculum 		

STANDARD TERMS OF REFERENCE FOR LINK GOVERNORS

The role of a Link Governor is to:

- Make focused visits to the school
- Explore specific aspects within the link subject area to gain deeper understanding of relevant issues
- Establish regular (at least once per term) contact with people within the school with responsibility for the link subject area
- Provide support and encouragement and a listening ear for staff members with whom they are linked
- Monitor provision of equipment and use of school facilities
- Attend relevant training, including relevant INSET days
- Be involved with establishing/monitoring/evaluating the impact of relevant policies adopted by the governing body within their link subject/specialist area
- Become familiar with linked subject/specialist areas in the school development plan
- Report back after visits, making recommendations as appropriate either via the agreed report format and or at committees or full governing body meetings in accordance with the work schedule and as required by specific agenda items
- Update the committees or full governing body meetings (as applicable) in relation to any policy or legislative changes affecting the subject area

GOVERNORS' CODE OF CONDUCT

We agree to abide by the Seven Nolan Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

As governors, we will focus on our strategic functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
4. ensuring the voices of stakeholders are heard

As individuals on the board we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day to day management.
2. We will develop, share and live the ethos and values of our school.
3. We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
4. We will work collectively for the benefit of the school.
5. We will be candid but constructive and respectful when holding senior leaders to account.
6. We will consider how our decisions may affect the school and local community.
7. We will stand by the decisions that we make as a collective.
8. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.

9. We will only speak or act on behalf of the board if we have the authority to do so.
10. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
11. When making or responding to complaints we will follow the established procedures.
12. We will strive to uphold the school's reputation in our private communications (including on social media).
13. *We will not discriminate against anyone and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (i.e. as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community.
2. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
3. *We will work to create an inclusive environment where each board member's contributions are valued equally.
4. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business and these will be recorded in the Register of Business Interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school's website.
5. We will act in the best interests of the school as a whole and not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and

pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.

7. We accept that information relating to board members will be collected and recorded on the DfE's national database of governors (Get information about schools), some of which will be publicly available.