



Governor's Handbook 2018/2019

Introduction

This document explains the general operating procedures adopted by the Board of Governors at Brook Green Centre for Learning.

The purpose of this document is to assist new governors and current governors in their understanding. This document forms part of the induction process for new Governors, in addition to a comprehensive range of courses organised by Effective School Governance Ltd.

This document is subject to annual review in order to reflect current processes and structure of the Board of Governors.

The Board of Governors meets 9 times throughout the academic year.

Meeting dates are established at the commencement of each academic year and the current year's schedule is shown later in this document.

The Board of Governors delegated responsibilities are defined in the Terms of Reference.

Sara Jordan
Headteacher

Karen Powell
Chair of Governors

List of Governors

Parent governors		Start date	End date	Responsibility
Shelly Horrell		31.01.19	30.01.23	Literacy, KS4
Co-opted governors				
David Baylis		05.12.17	04.12.21	Finance, Premises and Benchmarking, KS4 and Premises
Jan Cooper		31.12.11	31.12.19	Safeguarding, KS4
Sarah Holt		01.11.13	30.09.21	
Karen Powell	Chair	01.06.17	31.05.21	Safeguarding, Literacy, KS4
Gerry Smale	Vice Chair	25.01.18	24.01.22	Safeguarding, LAC, KS3
Mike Thomas	Vice Chair	02.10.03	31.08.20	Numeracy, KS3
LA governor				
Alex Wallace		01.12.17	01.12.21	Safeguarding, LAC, KS3
Staff governor				
Claire Wenmoth		26.09.18	25.09.22	
Headteacher				
Mrs Sara Jordan		01.09.13		
Heads Appraisal – David Baylis and Mike Thomas				
Clerk to Governors				
Lindsey Johnson		01.09.18		

All meetings are 2pm start. The November, March and June meetings are proceeded with a full or half day governor visits.

Governance Plan 2018 - 19

Wednesday 26 th September 2018	Thursday 1 November 2018	Thursday 29 November 2018 Governors Day
<p><u>Procedural</u></p> <p>Minutes of the last meeting Pecuniary interests, annual declarations Matters arising Review size of Governing Body Chair's and Head's Urgent business</p> <p><u>School management, monitoring and evaluation</u> Review Exam Results Achievement of groups Report from Premises governors inc Building & H&S update Report on review of Single Central Record Other visits</p> <p><u>People and Learning</u> <u>Environment</u> People Update Review of staff CPD Review of Emergency Plan</p> <p><u>Quay Partnership</u> Update</p> <p><u>Governance development</u> Clerk's Update Governor training Governor Action Plan</p> <p>Policies - Review and adopt</p> <p>What difference have we made by today's meeting on student outcomes?</p>	<p><u>Procedural</u></p> <p>Declaration of interests Minutes of last meeting Matters arising Chair's and Head's Urgent business</p> <p><u>School management, monitoring and evaluating</u></p> <p>Progress on School Improvement Plan Presentation on interventions Report on pupil premium Attendance Update Approve term dates and training days for following academic year Report from Literacy governors Report from Numeracy governors Other visits</p> <p><u>Finance</u> Report from Finance governor Appoint auditor for coming year and receive audited accounts. Monitor Budget inc devolved capital, Income Allocation Notification</p> <p><u>Quay Partnership</u> Update</p> <p><u>Governance development</u> Clerk's update Governor training</p> <p>Policies - Review and adopt</p> <p>What difference have we made by today's meeting on student outcomes?</p>	<p><u>Procedural</u></p> <p>Declaration of interests Minutes of last meeting Matters arising Chair's and Head's Urgent business</p> <p><u>School management, monitoring and evaluating</u></p> <p>Questions on Headteacher's trend report Quality of teaching and learning Staff salaries review and confirmation that annual salary statements have been issued to all teaching staff Report from KS4 Governors Report from KS4 Governors Reports from Safeguarding governors Other visits</p> <p><u>People and Learning</u> <u>Environment</u> People Update Review progress of staff appraisal</p> <p><u>Quay Partnership</u> Update</p> <p><u>Governance development</u> Clerk's Update Governor training Governor Action Plan</p> <p>Policies - Review and adopt</p> <p>What difference have we made by today's meeting on student outcomes?</p>

Thursday 31 January 2019	Thursday 28 February 2019	Thursday 28 March 2019 Governors Day CAREERS GUIDANCE
<p><u>Procedural</u></p> <p>Declaration of interests Minutes of the last meeting Matters arising Chair's and Head's Urgent business</p> <p><u>School management, monitoring and evaluation</u></p> <p>Review progress on School Improvement Plan Parent View review Leavers destinations SEF Update Report from LAC governors Other visits</p> <p><u>Finance</u></p> <p>Report from Finance governor Inc Budget Review Update on curriculum spend Review of LA/External services SFVS Update on school fund</p> <p><u>Quay Partnership Update</u></p> <p><u>Governance development</u> Clerk's Update Governor training</p> <p><i>Policies - Review and adopt</i></p> <p><i>What difference have we made by today's meeting on student outcomes?</i></p>	<p><u>Procedural</u></p> <p>Declaration of interests Minutes of last meeting Matters arising Chair's and Head's Urgent business</p> <p><u>School management, monitoring and evaluating</u></p> <p>Review of school website Report on use and impact of pupil premium Report from Literacy governors Report from premises governors inc buildings and H&S Report from safeguarding governors Other visits</p> <p><u>People and Learning Environment</u> People Update</p> <p><u>Quay Partnership Update</u></p> <p><u>Governance development</u> Clerk's Update Governor training Governor Action Plan</p> <p><i>Policies - Review and adopt</i></p> <p><i>What difference have we made by today's meeting on student outcomes?</i></p>	<p><u>Procedural</u></p> <p>Declaration of interests Minutes of last meeting Matters arising Chair's and Head's Urgent business</p> <p><u>School management, monitoring and evaluating</u></p> <p>Questions on Headteacher's trend report Data tracking presentation Review progress on School Improvement Plan Head PM update Report from Numeracy governors Report from KS4 Governors Other visits</p> <p><u>Finance</u></p> <p>Review Insurances Report from Finance governors Inc Budget Review - proposed budget for coming year</p> <p><u>Quay Partnership Update</u></p> <p><u>Governance development</u> Clerk's Update Governor training</p> <p><i>Policies - Review and adopt</i></p> <p><i>What difference have we made by today's meeting on student outcomes?</i></p>

Thursday 23rd May 2019	Thursday 13 June 2019 Governors Day	Thursday 11 th July 2019
<p><u>Procedural</u></p> <p>Declaration of interests Minutes of the last meeting Matters arising Chair's and Head's Urgent business</p> <p><u>School management, monitoring and evaluation</u></p> <p>Quality of teaching and learning SEF update Report on review of Single Central Record Report from KS3 Governors Report from LAC governors Other visits</p> <p><u>Finance</u></p> <p>Report from Finance governors Income Allocation Notification Adopt new budget Review governors' competencies for SFVS</p> <p><u>Quay Partnership Update</u></p> <p><u>Governance development</u> Clerk's Update Governor training Governor Action Plan</p> <p><i>Policies - Review and adopt</i></p> <p><i>What difference have we made by today's meeting on student outcomes?</i></p>	<p><u>Procedural</u></p> <p>Declaration of interests Minutes of last meeting Matters arising Chair's and Head's Urgent business</p> <p><u>School management, monitoring and evaluating</u></p> <p>Review progress on School Improvement Plan Appoint PM governors and external advisor – set dates Report from safeguarding governors Premises governor visits Other visits</p> <p><u>People and Learning Environment</u> Review staffing structure for following year</p> <p><u>Quay Partnership Update</u></p> <p><u>Governance development</u> Clerk's Update Governor training Governor skills audit</p> <p><i>Policies - Review and adopt</i></p> <p><i>What difference have we made by today's meeting on student outcomes?</i></p>	<p><u>Procedural</u></p> <p>Declaration of interests Minutes of last meeting Matters arising Chair's and Head's Urgent business</p> <p><u>School management, monitoring and evaluating</u></p> <p>Questions on Headteacher's trend report Presentation on student tracking End of year report on quality of Teaching & Learning Prepare for Governance Annual report Other visits</p> <p><u>Finance</u></p> <p>Report from Finance governor(s) Monitor Budget / Allocation Notification Benchmarking of finances</p> <p><u>People and Learning Environment</u> Building works in summer holiday</p> <p><u>Quay Partnership Update</u></p> <p><u>Governance development</u> Clerk's Update Governor training Governor Action Plan – new items for following year Election of chair and vice chair x 2 Appoint governors with specific responsibilities for the year ahead</p> <p><i>Policies - Review and adopt</i></p> <p><i>What difference have we made by today's meeting on student outcomes?</i></p>

Key Roles/Terms of Reference

Chair and Vice-Chairs of Governors

The role of the Chair (and Vice-Chairs in the Chair's absence) include the following:

- to make sure that the governing body's affairs are conducted in accordance with the law;
- to report any action taken on behalf of the governing body, making sure it is fully explained and supported - Chairs (and Vice-Chairs in the Chair's absence) have no special power to take decisions on behalf of the governors unless there has been a resolution of the whole governing body to delegate a specific authority. However, they do have power to take action if the matter is urgent and if it concerns one of the functions that can be delegated. The Education (School Government)(England) Regulations 1999 Regulation 43 defines 'urgent' as a case where delay would be seriously harmful to the school, or to any student or member of staff, and it would not be reasonably practicable to hold a governors' meeting to resolve the issue. Any urgent action the Chair or Vice-Chair takes on behalf of the governing body should be reported to the next meeting;
- to ensure that meetings are run effectively - making sure they start and finish on time, that agenda items are properly introduced, that people are encouraged to contribute and that decisions are taken when necessary and minuted;
- to help the governing body work as a team - by recognising and using people's strengths, delegating effectively, clarifying objectives and using the whole governing body by creating committees and small groups to develop new ideas, work out plans of action and to cover contentious or difficult areas of planning. Define with the governing body, a clear understanding of the roles of the Chair, Vice-Chair, the other governors and the professionals within the school;
- to work with the Headteacher - be available to the Headteacher, make time to listen to concerns and give constructive advice, talk through disagreements before governing body meetings, work together on ensuring effective observance to school policies;
- to carry out any duties delegated by the governing body, be seen in school regularly, attend school functions or make sure another governor represents them, work with the LA, be accessible to other governors, staff and parents, meet governors from other schools;
- to use time effectively, their own and other people's - plan the years cycle of meetings and a timetable for action and reports - plan for effective meetings;
- to make it clear that all governors must accept collective responsibility for decisions taken at governors' meetings.

Clerk to Governing Body

The Clerk needs to work effectively with the Chair of Governors, the other governors and the Headteacher to support the governing body. The Clerk should be able to advise the governing body on constitutional and procedural matters, duties and powers. The Clerk is accountable to the governing body.

Headteacher

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

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

Other activities that are delegated to the Headteacher by the Governing Body

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

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

Governing Body and Committee Terms of Reference

Disqualification

Any member of staff other than the Headteacher, when the subject for consideration is the pay, performance or discipline of any other member of staff. The Headteacher or any governor may not attend when he/she is the subject under discussion or there is a perceived conflict of interest.

Quorum

The quorum for Governing body meetings is 50% of filled places rounded up

Meetings

The Governing Body will;

Plan 9 meetings but hold at least 6 meetings per year and are not delegating any statutory responsibilities to a committee, except for:-

- Ensuring at least 3 governors are appointed and trained to complete the Headteacher's Performance Management (HPMG). The Chair of Governors will not be a member of HPMG.
- Ensuring that 3 Governors are appointed and trained to form a Pay Committee.
- Ensuring that an appeals committee (4 Members) is set up in order that 3 can be selected if required for formal complaints or appeals.
- Appoint one Chair and two Vice Chairs.

Governing Body meetings will be open to the public with Minutes available except for Part II business.

Voting

In the event of a tied vote the Chair will have a second or casting vote provided he/she has voted in the first instance

Appeals Committee

To be made up from Full Governing Body excluding Governors who have had prior dealings or interests in the subject.

Strategic Role

School Self Evaluation

Rigorous school self-evaluation is the starting point for planning, inspection and relations with the maintaining authority. The senior management team take the lead in carrying out self-evaluation, involving the governing body throughout the process. It is expected that at least once a year the governing body would want to see and agree the school's self-evaluation. The school plan should be monitored, evaluated, reviewed and adjusted as appropriate as part of the ongoing cycle of self-evaluation.

Strategic Planning

The School Improvement Plan (SIP) is updated annually. This document sets out in detail the priorities for the year ahead, and in outline for the following two to three years. Due consideration is given to 'best value' in terms of school improvement and standards achieved.

Priorities are agreed for the short, medium and long term, and targets for action for the year ahead are linked to the budget cycle. Procedures for monitoring the SIP are set out in the Committee Terms of Reference.

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

Statutory Policies

The Governing Body is responsible for ensuring the review of all statutory school policies.

The latest versions of all the statutory policies are available to view on the school's website at: www.brookgreen.org.uk/information

Register of Pecuniary Interests

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

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

Equality Duties

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

In addition to their general responsibilities within the law, the governing body must:

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

Financial Management

The governing body is responsible for the Financial Management of the School and for ensuring compliance the Schools Financial Value Standards (SFVS).

Role of the Governing Body

The Governing Body are given their powers and duties as an incorporated body. The Statutory responsibilities of the Governing Body are detailed in section 21 of the Education Act 2002. Governors are required to:

- manage the school budget, consider the annual budget plan, approve the budget, consider and approve any proposed revisions to the budget plan.
- decide on how to spend delegated budget depending on any conditions set out in the LA scheme within the financial year.
- decide whether to delegate their powers to spend the delegated budget to the Headteacher; if so they should establish the financial limits of the delegated authority.
- be consulted by the Local Authority (LA) on significant changes to the LA's fairfunding.
- make sure accurate accounts are kept.
- determine the staff complement and a pay policy for the school (in accordance with School Teachers Pay and Conditions).
- act as a 'critical friend' to the Headteacher by providing advice, challenge and support.
- establish a written performance management policy to govern staff appraisal, after making sure that all staff have been consulted.

Reporting Requirements

The school is required to submit the following financial returns:

- Annual approved budget by 31 May
- Monitor Return by 31 October
- Monitor Return by 31 January
- Monitor Return by 31 July
- SFVS by 31 March

Strategic Financial Plan

A strategic financial plan covering the multi year budget period has to be submitted by 31 May each year.

The main features of the plan should include:

An analysis over the current year, the next three to five years, and the most recently completed year of income, expenditure and anticipated balance (surplus or deficit), all to the nearest £1,000

- The income should be split by main source, i.e.: City Council funding, Standards fund and other specific grants, other income.
- The expenditure should show separately all the main headings by GL codes or by CFR codes suitably grouped. A sub-total for the sum of the staff costs and non-staff costs is required, along with separate identification of the balance brought forward.

Schools Financial Value Standard (SFVS)

The SFVS is the procedure and processes that schools are required to complete annually to indicate the quality of management that the Governing Body achieves in regard to the management of the School's finances.

The procedure recognises that Governing Bodies have a formal responsibility for the control of their school's finances and is designed to ensure that effective financial management is in place to ensure that the school's Budget Allocation is spent wisely and optimises the use of the school's resources to improve the education and achievement levels of all pupils.

Guidelines for the Induction of New Governors

Aim:

At Brook Green Centre for Learning we aim to give our new governors a school-based induction package and access to governor training to help them become more understanding of the work required as a school governor.

Objectives:

- To enable new and experienced governors to work together
- Support the learning of a new governor with the help of a 'Mentor'
- To build and to develop their understanding of the governing body

Implementation:

After a new governor accepts the governorship of the school they will be issued with the following documentation and a school based induction arranged.

They will then be assigned a governor "mentor" and will be asked to attend an induction course for new governors.

List of documentation for new governors:

- 2 sets of minutes
- Copy of the diary dates in school
- School Improvement Plan
- List of training courses
- Last Ofsted report
- The Governing Body Handbook

Governor Induction Programme

Event	Person Responsible	Aims	Date Completed
Introduction to Brook Green Centre for Learning (as soon as possible and before the first Full Governing Body meeting)	Head/ Clerk/ Chair of Governors	General familiarisation of school and its organisation. Overview of Governors Handbook	
First Full Governing Body Meeting	Chair of Governors	Welcome to new Governor. Meet the other Governors. An opportunity to observe the meeting. An opportunity after the meeting to talk to the Chair about any questions or issues arising from the meeting.	
Meeting with an appropriate Mentor Governor	Mentor to arrange after first full governing body meeting	Explain training policy and procedures. Agree a training plan. Answer any questions relating to the material in the Governors Handbook	
Getting to know our school	Mentor	Ongoing advice and guidance on how to develop an understanding of our school. Ongoing advice and guidance for 1st year. PCC Governor Induction training	

Governors' Visit Policy

Brook Green Centre for Learning acknowledges the importance of Governors visiting school as a vital tool in ensuring that the governing body can evaluate the impact of their plans and policies on the day-to-day operation of the school, our mission to raise academic standards, raise their awareness of life in the classroom and develop positive relationships between teachers and governors, fostering a sense of partnership. It is also to ensure the Special Educational Needs of the students are being met.

Governors are not inspectors and are visiting to gain knowledge or to monitor the development of items on the School Development or Improvement Plan. Governors are asked to record their visit as evidence for any subsequent Ofsted inspections and for discussion at Governors committees.

3 steps to a visit

1. Before the visit agree with the Head teacher the focus of the visit.
 2. Arrange a time to visit with class teacher - informing him/her of the focus of the visit. It is helpful to meet the teacher prior to entering the lesson.
 3. Ask if there is any information that should be read prior to the visit.
- The visit may be focussed on an action from the School Improvement Plan or be a general visit to learn about your specific curriculum or year group link. It could focus on an area of concern highlighted at a Governors' meeting.

What can governors observe on a visit?

External appearance

- Are the school grounds tidy, attractive and well maintained?
- What is the general state of external decoration?
- Is the school entrance welcoming?
- Are there adequate signs directing you to the reception?

The school in general

- Is the reception area well maintained?
- Is there an adequate visitor signing-in procedure, which ensures all, are safe?
- Are there lots of examples of students' work displayed?
- What is the overall atmosphere in school?
- What sort of a general welcome did you receive?
- What is the general state of the internal decoration?
- Are there any obvious examples of community links?
- What is the general standard of student dress and behaviour in school?
- How effective are communications, within and outside of school, with parents, governors, community and interest groups?
- How is success and behaviour measured and rewarded in schools?
- Are there any Health & Safety issues?

The classroom

- Are the students learning?
- Do the students look happy?
- Are the students busy and active within the classroom?
- Are the students interested in their topic?
- How is the classroom resourced?
- Are there any areas where resources could be improved with extra finance?
- Were you welcomed into the classroom?

Is plenty of the student's work displayed?

What is the standard of the displayed work?

What is communication like in the classroom?

Are the adults effectively deployed in the classroom to aid learning?

On the visit day

- Arrive on time and ensure you have a visit reporting form
- Please take informal notes if it will help you prepare feedback for other governors
- When visiting classrooms always be mindful to be supportive to teaching staff and pupils
- Please be aware that teachers are working during your visit, and lengthy discussions are not possible when teaching. Arrangements can be made to discuss the visit afterwards, which staff welcome and appreciate.
- After the visit thank the member of staff, and the students
- Prepare your feedback
- Please send your completed visit forms to the Clerk who will arrange for them to be circulated to other governors.

Procedures in the event of concern

Where concerns exist, it is vital that they are discussed immediately with the Headteacher. If you are not satisfied with the response and remain concerned, your next step should be to talk to the Chair of Governors.

And finally....

Enjoy your visits to school

Encourage other governors to visit

Remember that as well as being a duty and a pleasure it is a privilege to go into a School

You may observe children's work, or they may innocently reveal things about their home life – **it must remain confidential but if it is a C.P disclosure it must be reported to the Designated Officer.**

A good reputation is very hard to gain and very easy to lose. As a governor, you are part of the team aiming to build this good reputation. It can be extremely damaging if concerns are expressed to the community.

Governor visit note



**Brook
Green**
CENTRE FOR LEARNING

Governor:	
Link Responsibility:	
Date of Visit:	
Visiting - Who did you see?	

Purpose of visit	
Talking with students	No / Yes
Learning Areas / Outside space	No / Yes
Meeting with parents / carers	No / Yes
Other....(describe)	No / Yes

Focus of visit

What did you learn? What did you ask?

Safeguarding Please tick which were observed		
All staff were wearing ID badges		Comments on safeguarding practice
Evidence of safeguarding		
Doors to the school were secure		
Signage indicated who children/adults should speak to ref safeguarding concerns		
Mobile phone signage was displayed		
All visitors had badges		
Other		
Focus for next visit		

Signed	Governor:
Date:	Head

