



*'Individual Growth, Individual People'*

Head Teacher: Mrs M A Tyers

# New Governor Induction Policy & Procedure

## Reviewed January 2019

## NEW GOVERNOR INDUCTION POLICY AND PROCEDURE

### Introduction

This school believes that 'school based induction' (and continuing professional development) for new governors is essential as it ensures that each governor develops their confidence and skills/knowledge, and is equipped to undertake their duties on the full governing body.

In the long term, it is anticipated that the time spent in providing a good school based induction (and CPD) will positively influence the retention of knowledgeable, confident and committed governors for the school.

### Recruiting New Governors

Induction is a phased process beginning at the recruitment stage. All individuals seeking a position on the governing body of the school will be sent an information pack (by the school) to include:-

- Governor role profile (to include category of governance, meeting commitment, Governors Code of Conduct)
- School Improvement Plan
- Governors' Action Plan

### The Induction Programme

On appointment of all new governors they will receive an induction tailored specifically to their individual needs delivered by the following people:

The Chair of Governors	Makes initial contact and invites the new governor to visit School tour the school with the Chair Of Governors
The chair of governors	Introduces the governing body to the new governor at the first meeting and is directed to the Governor Induction Policy
The mentor	Makes contact with the new governor and discusses what kind of support they would like.
The training co-ordinator	Makes contact and ensures that the new governor has received the support as described in the policy and completes necessary safeguarding training. Monitor the induction process and ensures attendance at Induction training provided by NCC
School Business Leader/Admin Team	Inform Governor services and set up a school email

### On Going Induction/Continuing Professional Development

Each governor as part of their commitment to their role must take responsibility for their own further learning, development/training. Nottinghamshire LA Governor Services provide a programme of training and the school can provide coaching opportunities. There is a requirement to complete annual Safeguarding training. Feedback /reports from training is given at the full governing body meetings.

## New Governor Profile Record

<b>Full Name</b>						<b>PICTURE</b>	
<b>Address</b>							
	<b>Postal Code</b>						
<b>Telephone Home No.</b>				<b>Telephone Work No.</b>			
<b>Mobile No.</b>				<b>Email Address</b>			
<b>Do you have children in school? ** (please delete as applicable)</b>	<b>Yes/No</b>	<b>Which year group(s)</b>			<b>How would you describe your ethnicity?</b>		
<b>What are your particular areas of interest and skills (eg in schools, work, voluntary, hobbies)?</b>							
<b>When were you appointed as a governor?</b>			<b>Governor type**</b>	<b>LA</b>	<b>Parent</b>	<b>Staff</b>	<b>Community</b>
<b>Describe the induction and or support you received on your appointment to the Governing Body</b>							
<b>Member of which committees (please ✓ all that is relevant)</b>	<b>Finance and General Purposes</b>		<b>Pupils and Personnel</b>		<b>Strategic Development</b>		
<b>What do you feel are the main skills/knowledge and or strengths you offer to the governing body?</b>							
<b>What governor training/ learning opportunities have you accessed to date?</b>							
<b>What future training/ learning do you feel you need?</b>							

**Data Protection:** All information provided will be treated in confidence, in accordance with GDPR 2018 and may be used for the purposes of contact to assist the allocation of members to named governor roles, committees, or working groups as representatives of the governing body or for the purposes of consultation in your role as governors.

## School Based Induction Programme for New Governors Monitor

### Details of New Governors

<b>Mr/Mrs/Ms/Miss/Dr</b> Please delete as applicable	<b>Full Name</b>				
<b>Date of Appointment to Governing Body</b>		<b>Date Induction Completed</b>		<b>Induction Undertaken By</b>	

### Checklist

Task	Who's Responsible	Date Completed
<b>Recruitment Information pack (given to all applicants)</b>	Headteacher	
Explanation of governor's role Governors Code of Conduct	Chair of Governors	
<b>New Governor is elected or appointed</b>		
Name & Address given to chair of Governors Training Co-ordinator notified of newly elected/appointed governor	School Admin	
<b>First Contacts</b>		
Contact made Tour of school Mentor	Chair of Governors	
<b>Induction explained and advised on necessary training (Safeguarding &amp; Induction)</b>	Training Co-ordinator	
Task	Who's Responsible	Date Completed
<b>Interim Induction Programme</b>		
Letter of Welcome/Contact from the Chair of Governors	Chair	
Introduction of Mentor	Training Co-ordinator/Chair	
Induction Policy	Chair	
<b>National Induction and Accessing Continuous Professional Development</b>	Training Co-ordinator	
Attention drawn to Nottinghamshire LA governor support services	Training Co-ordinator	

Overall views of the new governor on the induction programme.

**New governor welcome letter or script for first phone or email contact**

**Amend as appropriate**

Dear .....

We are very pleased to welcome you to our governing body

The next meeting is

Please contact me to arrange to visit the school

Our Governing Body is supported by Nottinghamshire County Council Governor Services. You will receive a welcome pack from them and will be encouraged to attend the national induction programme within the first six months of your appointment.

Your governor mentor is.....

Please feel free to contact me before the meeting to have an informal chat

We are all looking forward to meeting you.

Chair of Governors  
Newark Orchard School

## Newark Orchard School

### Governing Body

#### Induction for new Governors

Every new governor should be given the completed induction guide and:

- the latest copy of the *Guide to the Law for School Governors*
- Website address
- An email address
- the school improvement plan
- The *Governors' Action Plan*
- SEF
- termly planner to include events and activities planned throughout the year
- linked to a named mentor
- offered a place on the LA national induction programme

The welcome pack from Governor Services contains welcome letters from the Secretary of State for Education and the chair of Nottinghamshire Association of Governors and a governor trigger pack.

#### Who's who on the governing body

Name	Category	End Date
Mrs Laura Redfern	Chairperson/LA Representative	
Mrs Claire Hunsley	Co-opted representative	
Mr John Lee	Co-opted representative	
Mr Keith Monk	Parent representative	
Mrs Anne Glaves	Parent representative	
Mrs Karen Bates	Parent representative	
Ms Lisa Whaley	Parent representative	
Mrs Chris Maxwell	Co-opted representative	
Ms Jane Starbuck	Co-opted representative	
Mrs Sarah White	Staff representative	
Mrs Lisa Williams	Co-opted representative	
Mrs Margot Tyers	Staff/Head Teacher	

Chair of governors Mrs Laura Redfern

Vice-chair of governors Mrs Chris Maxwell

Clerk to governors Mr Denis Baker

#### Committee chairs:-

Finance & Personnel Committee Mr Chris Maxwell

Strategic Development & Pupils Committee Mrs Laura Redfern

Performance Management Committee Mrs Chris Maxwell

Training co-ordinator Mrs Sarah White

## **Introduction to Governance**

Welcome to the governing body of Newark Orchard School. We have a governing body of eleven members and you will have joined as a representative in one of seven categories. The categories of governor are as follows:-

**Parent governors** are elected by members of the parent community. You must have legal parental responsibility for a child registered as a pupil at the school. If insufficient parents stand for election, the governing body can appoint parent governors. You are disqualified from standing as a parent governor if you are employed to work at the school for more than 500 hours in a school year (at the time of election) or if you are an elected member of the Local Authority (LA).

**Staff governors** are elected by all staff, either teaching or support staff. The Head Teacher is a member of the governing body by virtue of his/her office and counts as a member of the staff category. If the Head Teacher chooses not to be a governor he/she must make this known in writing to the clerk to governors and the governing body will carry a vacancy in the staff category.

The other places in the staff category are for one teaching and one non-teaching representatives. If insufficient teachers come forward for election, the position can be offered to non-teaching representatives, or vice-versa.

Staff who are eligible to be staff governors (paid to work at the school) are not eligible to serve as LA or community governors at this school. If you are paid to work more than 500 hours per year at the school, you are not eligible to be a parent governor at this school.

This category of governors is appointed by the LA. You are disqualified from being a governor in this category if you are eligible to be a staff governor at this school.

### **Co-opted**

Co-opted governors are appointed by the governing body to represent the wider community served by the school. Governing bodies are encouraged to recruit representatives from local businesses and charitable organisations. This category can include parents but not members of staff, registered pupils or elected members of the LA. Appointments are made by nominations and voting by all governors at the full governing body meeting.

### **Associate Members**

Associate members are appointed by the governing body to serve on one or more committee(s) and attend full governing body meetings. The governing body decides if associate members have voting rights in committees but they do not have voting rights in full governing body meetings. Associate members are **not** governors.

### **Rules and regulations**

As a governing body, we are subject to legislation set by the Government through the Department for Children, Schools and Families (DFE). Details of all rules and regulations covering governance and school management can be found in "**A Guide to the Law for School Governors**". If you have not received a copy of the guide from school, it can be obtained from The DfE. It is not our intention to repeat these regulations, but what follows may offer some basic assistance, information and guidance to new governors.

### **Clerk to governors**

It is a legal requirement that all governing bodies employ a clerk to governors. The clerk is responsible for calling all meetings of the full governing body and ensuring that agendas and papers are circulated to all members in good time for the meeting. The clerk is also there to offer legal advice, guidance and assistance to governing bodies to ensure that all legal acts are complied with.

### **Chair of governors**

It is a requirement that the governing body should elect a chair and vice-chair. At Newark Orchard School we have decided that the position of Chair of Governors will be for a period of one year. Elections for chair and vice-chair are usually held in the autumn term.

The Chair of Governors works with the school and Head Teacher and is an ex-officio member of all committees.

### **Vice-chair**

The vice-chair acts as Chair in the absence of the Chair of Governors and is also an ex-officio member of all committees.

### **Quorum**

The quorum for a full governing body meeting is 50% of governors in post. Vacancies are not included in the calculation. Decisions to be taken by vote must be determined by a majority of votes of those present and voting. If there are an equal number of votes, the chair has a casting vote. The quorum for committees is three governors who are members of the committee.

### **Mentoring**

There are currently four experienced members of the governing body who are able to provide mentoring to newly elected/appointed governors. We feel that in order to provide you with adequate mentoring, a mentor should take on a maximum of two governors at any one time. We will provide mentoring to you for as long as you feel you require this. The mentoring can take the form of an initial meeting with your mentor and then you will be able to approach him/her for whatever guidance/explanations/assistance you require. We feel that this should be as informal as possible and should not aim to take over from the governor training provided by the LA. It is an additional source of information/clarification. If you feel that you would like to take up the offer of mentoring, please do not hesitate to speak to the headteacher or chair of governors.

### **Meetings**

The full governing body meets once per term. However, additional 'special' meetings can be called if necessary. It is not always possible to call meetings of the full governing body to ensure decisions are taken in emergencies. The chair or vice-chair is given emergency powers and must report any actions taken to the full governing body at the earliest opportunity.

Each committee should meet at least once per term, or more often if required.

Members of the governing body will receive the agenda and supporting minutes and papers at least seven days before the date of the meeting. If a member wishes to place an item on the agenda, this should be brought to the attention of the chair of governors or headteacher three to four weeks before the date of the meeting. The person(s) making the request should provide a reason for the inclusion of the item. This timescale will allow the chair and/or headteacher sufficient time to arrange to include this item on the agenda and also to provide any information/replies required. Any Other Business is not recommended on the agenda because members of the governing body should be allowed the opportunity to prepare for any questions/queries being raised.

## **Training and qualifications**

There are no formal educational qualifications required to become a governor. However, no-one is expected to undertake this most valuable voluntary job without support and training. The LA has a governor services section, which provides governor training.

When you receive your package of information you will receive a copy of the Governor Training and Development prospectus and the Nottinghamshire Governor with the At A Glance Guide which contains details of induction courses. These are designed specifically for new governors and cover the whole range of issues you will meet as a governor. Please try to attend the induction course as it provides you not only with valuable information, but you will also meet other new governors and have the opportunity to exchange ideas and views. The induction course is nationally recognised and accredited.

To organise governor training, please telephone the number provided in the Governor Training and Development programme. Alternatively you can contact Sarah White who is our governor training co-ordinator. We are not limited to the number of representatives who may attend. If you wish to go with governor colleagues, please do so. When you attend a course, please let Sarah White know in order that he/she can keep our governor training record as up-to-date as possible.

The only specific qualities you need are:-

- an interest in the education and wellbeing of our children
- a willingness to ask questions - don't be afraid to ask if you are unsure of anything
- the time commitment to attend the termly meetings of the full governing body and to be a member of at least one committee. Absence from meetings for six months without consent of the governing body could result in your removal from the governing body
- a commitment to be part of a team which, by working together, can make a real difference to the school.

Please don't be put off by the jargon we use. A glossary of terms is available on the governors' website.

## **What we do**

Ofsted classes the governing body within the leadership and management of the school. However, it is important to remember that governors do not manage the school. That is the job of the head teacher and management team. Governors are there to be "a critical friend" to the head teacher and the school.

We are there to support the head teacher and staff but we are also there in a monitoring capacity, asking relevant questions such as 'Is it working?' 'How do we know it is working?' 'If it isn't working, what can we do?' 'How can we get better?'

## **How we work together**

There are some general principles which inform the work of governing bodies. These are widely accepted and are known as the code of conduct. Our school subscribes to these principles which are as follows:

- supporting the aims and objectives of the school
- working co-operatively with other governors in the best interest of the school
- attending the meetings of the governing body and its committees
- promoting the interest of the school in the wider community
- each having an equal right to participate and to state our views whilst respecting the views of others
- being loyal to the decisions made by the governing body
- respecting the confidentiality of those items of business that have been designated as confidential. (We agree not to disclose what individuals have said or how they have voted)
- withdrawing from meetings where we have any direct personal interest in the business being discussed
- participating in training and development.

### **Committee structure**

The work of the governing body is wide-ranging. There are, therefore, committees which have specific areas of work delegated to them. These committees meet at intervals during the term and report back to the full governing body for ratification of their decisions. The full governing body approves the membership of each committee. This is usually carried out at the autumn term meeting. Changes to membership can only be made at a meeting of the full governing body. Newark Orchard School has a committee structure of three committees. These are:-

Strategic Planning & Development  
 Finance & Personnel  
 Performance Management

New Governors are encouraged to get to know the work of the different committees by shadowing some of the meetings

### **Policies**

Policies are written to enable the school to monitor all aspects of school life and governors may be involved in the writing and updating of these documents. Each curriculum subject also has its own policy document. All policies are kept in the school. They can be found in a policy folder in the school office and can also be found on the school website.

The monitoring role of the governor bodies is undertaken through the work of link or named governors. The roles of these governors are decided on according to the school's specific improvement priorities. Link or named governors work with school staff, they visit school and report back to the committee or governing body on progress.

Appendix 2- A template for recording link governor classroom visits and a visiting policy

### **Visits to school**

The very best way a governor can get to know the school is to visit. Governors are very welcome and encouraged to visit our school. There will be many events during the school year to which governors are invited. If you want to arrange a "getting to know the school" visit, speak to the Chair of Governors in the first instance to discuss your visit. Governors are encouraged to become link governors and to monitor an area of School Improvement or other aspect of school life. Please refer to the Link and Monitoring Governor School Visits Schedule.

Please remember that governors are not visiting the school in the role of inspectors. All staff at Newark Orchard School are more than willing to invite us to their classrooms, and will give every assistance.

You should produce a short report of your visit for the governing body. Comments should be brief and aim to be positive. A copy of the report should be sent to the school and shared at the committee meetings. If you have any queries, these should be addressed to the Head Teacher.

### **Decision making**

All members of the governing body have a right to be involved in the decision making at meetings unless they have a personal gain or financial advantage in the outcome of the decision. Please remember that once a decision has been made, it is final and binding. We operate as one body and accept the decisions made by the majority regardless of our personal views/opinions. All decisions made are corporate decisions. If there is a "tied vote" the chair has a casting vote.

### **Confidentiality**

All governors need to understand the principle of confidentiality. There may be confidential items discussed at governing body meetings and individual governors may be involved in confidential meetings. If an item is deemed to be confidential, it must not be discussed with anyone outside the meeting.

### **Suspension of governors**

The governing body can suspend governors if they breach the rules of conduct. The Guide to the Law gives full details of procedure.

### **Useful addresses**

The following organisations offer advice to governors:

#### **Governor organisations**

**NAGs**                      Nottinghamshire Association of Governors

Meeting dates are advertised in the Nottinghamshire Governor magazine

**NGA**                      National Governors Association

Offers membership to governing bodies and to individual governors. Acts as a national voice for all governors. Provides regular newsletters and papers on topics relevant to governors; helps manage

**Governorline.** There are also several local associations.

NGA, 2<sup>nd</sup> Floor SBQ1  
29 Smallbrook Queensway  
Birmingham, B5 4HG  
Tel: 0121 643 5787  
Fax: 0121 633 7141  
E-mail:  
Website:

**Governorline**            08000 222181

## Organisations for parents and governors

**ACE**                      Advisory Centre for Education

ACE "presses for a fairer and more responsible education system" and gives free advice to parents and children in state schools. They issue books and periodicals.

1c Aberdeen Studios  
22 Highbury Grove  
London, N5 2DQ  
Tel: 020 7354 8318/020 7354 9069  
Freephone advice line: 0808 800 5793(2pm- 5pm Mon - Fri)  
Exclusion information line: 020 7704 9822  
Website: [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

## Government and other national organisations

There is a link from the DCSF homepage to the governors' section. The direct address is [www.governornet.co.uk](http://www.governornet.co.uk)

**EOC**                      Equal Opportunities Commission  
Arndale House  
Arndale Centre  
Manchester, M4 3EQ  
Tel: 08456 015901/0161 838 1733  
E-mail: [info@eoc.org.uk](mailto:info@eoc.org.uk)

**Ofsted**                      Office for Standards in Education  
Alexandra House  
33 Kingsway  
London, WC2B 6SE  
Tel: 020 7421 6800/020 7421 6707  
E-mail: [ofsted.gtnet.gov.uk](mailto:ofsted.gtnet.gov.uk)  
Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**QCA**                      Qualifications and Curriculum Authority  
83 Piccadilly  
London, W1J 8QA  
Tel: 020 7509 5555/020 7509 6666  
E-mail: [info@qca.org.uk](mailto:info@qca.org.uk)

## Useful internet sites and email addresses

The school [www.newarkorchard.notts.sch.uk](http://www.newarkorchard.notts.sch.uk)

Email addresses for the head teacher and the school office are:

Head Teacher: [margot.tyers@newarkorchard.notts.sch.uk](mailto:margot.tyers@newarkorchard.notts.sch.uk)

Town Site: [tsoffice@newarkorchard.notts.sch.uk](mailto:tsoffice@newarkorchard.notts.sch.uk)

London Road Site: [office@newarkorchard.notts.sch.uk](mailto:office@newarkorchard.notts.sch.uk)

**Nottinghamshire County Council** - [www.nottinghamshire.gov.uk](http://www.nottinghamshire.gov.uk)

Governors can access Wired (<http://wired.nottscc.co.uk/>) from home PCs by obtaining a personal user name and password via school. Access rights need to be set at school to allow access to the 'Management' area, which relates to school governor areas.

**Audit Commission** - [www.schools.audit-commission.gov.uk](http://www.schools.audit-commission.gov.uk)

A special site on school finances. Consists of three parts - Comparing School Finances - lets you compare your school's expenditure with that of similar ones; Controlling School Finances - interactive pages that let you compare your financial arrangements against approved standards; Managing School Resources - interactive pages allowing you to compare yourself against good practice in the strategic management of resources.

**Ofsted** - [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Contains a copy of every Ofsted report, which you can download.

Staffing List **This document will be reviewed every year**

NAME	POST	RESPONSIBILITIES
Margot Tyers	Head Teacher	<b>Whole School</b> Self- Evaluation School Improvement Strategic Development Policy & Procedure Safer Recruitment Future Proofing Oversee Safeguarding Procedures Whole school Budget Admissions SLT Appraisals Whole school Attainment Quality Assurance Accountability Succession Planning Human Resources County Pupil Moderation Staff & pupil welfare SIRO Impact of CPD Managing re-build
Leanne Hurdle	Deputy Head Teacher (Town Site)	<b>Whole School</b> Monitoring impact of Pupil Premium, Sports Grant & Yr 7 Catch Up Extended Schools Monitoring Curriculum and its coordination NQT Mentor Manage SOLAR & Behaviour Watch Overseeing Website <b>Lower Site</b> Multi-Agency Liaison Induction, support & monitoring staff Pupil Welfare (Attendance, Interventions, Personalisation, Analysis & reporting) EHC Reviews Department Budget Teacher Appraisal Quality Assurance Curriculum Offer Staff Meetings TLA Meetings Prospective Parent visits Managing Dept Team Data Protection Officer Evolve
Lisa Williams	Deputy Head Teacher (London Road Site)	<b>Whole School</b> Equality & Discrimination Travel Training

Lisa Williams (Cont'd)	Deputy Head Teacher (London Road Site)	Children in Care Work Related Learning Careers Accreditation Risk Assessment Coordinator <b>Upper Site</b> Multi-Agency Liaison Induction, support & monitoring staff Pupil Welfare (Attendance, Interventions, Personalisation, Analysis & reporting) EHC Reviews Department Budget Teacher Appraisal Quality Assurance Curriculum Offer Staff Meetings TLA Meetings Prospective Parent visits Managing Dept Team Data Protection Officer Evolve
Rebecca Turner	Education Health Leader	<b>Whole School</b> Organisation & Communication of CPD M&H Budget CPD Budget External student placements Health Trust Liaison Support Staff Wellbeing Designated Child Protection Officer Support Staff PDRs Multi-Agency Liaison Induction, support & monitoring of support staff Parent/Carer Engagement
Clare Stokes	School Business Leader	<b>Whole School</b> Health & Safety (site) PDRs for site, Admin & Catering Teams CPD for site, admin & catering teams Manage above teams Manage Admin Systems Site Management Whole school Budget management Induction, support & monitoring of site, catering & admin teams DBS Checking Maintaining Single Central Record AB4E Maintaining Asset Register Liaison for Re-Build
Jim McEwen	Team Leader (3-14)	Organising cover for all absence/liasing with key staff Sharing information at daily briefing including SLT minutes as appropriate Produce agenda and minute department meetings

		PPA cover Report to Governors via Head Teacher's Report
Ryan McWilliams	Transition Team Leader	Observe potential admissions Arrange transition meetings with new parents Liaise with current school Meet with new teachers Arrange a personalised transition plan Attend final EHC meeting in current school Report to Governors via Head Teacher's report
Kelly Jones	Curriculum Team Leader	Ensure planning meets deadlines Monitor feedback from subject coordinators Support and coach teachers and TAs in delivering curriculum Monitor curriculum coverage Monitor enrichment activities Maintain curriculum maps Report to Governors via Head Teacher's report
Moyra Mathews	Team Leader (14-18)	Organising cover for all absence/liasing with key staff Sharing information at daily briefing including SLT minutes as appropriate Produce agenda and minute department meetings PPA cover Report to Governors via Head Teacher's Report
Sarah Clay Vicky Cox Simon Ellis Kate Fell Clare McGachan Claire Myers Jantine Nusselder Craig Porter Janet Richardson Gemma Saxilby Robert Sutton Angela Wilson	Teaching Staff	
Emma Collins Michele Emery David Harrison	Personalised Education Assistants	
Estelle Adcock Margaret Andrews Cynthia Nelson Claire Hyland Pauleen Johnson Paul Housley	Senior Teaching Assistants	Moving & Handling Horticulture Transport Inventory Medical Matters Titan Travel
Sue Sherwood	Specialist Teaching Assistants	Life Skills
Theresa Hunt Trish Lambert Zoe Marshall Susan McNish Katie Prestage Susannah Stokes	Teaching Assistants (L4)	

Melissa Tatley Janet Tindall Stacey Town Sally Wakefield Sarah White		
Sally Baker Laura Beedham Sophie Bilton Paulette Bokula Rachael Chambers Hannah Eagleton Catherine Hawksworth Lisa Hill Donna Hyland Andrew Holmes Catherine Mason Robyn Morrison Séan O'Sullivan Jo Roberts Sam Sizer Alison Walls Liana Watson Debbie Yates	Teaching Assistants (L3)	
Cherry Stovell	Teaching Assistants (L2)	
Harry Tyers	Apprentice Teaching Assistant	
Christine Barratt Debbie Clark Sharon Duckworth Lesley Hind Tracey Marriott Rachel Munday Jane Phillips Dianne Ridyard Amanda Williams Alison Winfield Sarah Worsdall	Personal Care Assistants	
Helen Langlands	Midday Supervisor	
Julie Horseman	Administration Assistant	BMS (Staffing) Website Admin (Governors) Admin Support
Susan Wing	Data & Finance Assistant	Data Collection & Returns Finance Support Admin Support
Jeannette Jones	Administration Assistant	EHC Plans Admin Collating & Reporting on Pupil Attainment Data Admin Support
Ellie Bravery	Administration Assistant	General Admin Support Assisting with EHC Plans (admin)
Paul Housley	ICT Technician	Servicing & Maintenance of ICT Equipment for Curriculum Installation of Software General Technical Support
Marie Thomas	Catering Manager	Management of School Kitchens Provision and Service of School Meals

		Provision of External Catering Food Health & Hygiene Performance Review of Kitchen Staff
Mandy Wood	Assistant Cook	Assisting Catering Manager Deputising for Catering Manager
Velma Barry Jackie Fownes Mandy Maidlow Roseman Fern	Kitchen Assistants	Assist with Food Preparation and Service Cleaning of Kitchen
Linda Allsop	Senior Caretaker	Security Mandatory Building & Facilities Checks Lighting Heating Cleaning Directing NCC Staff Opening/Closing Building for Saturday Club
Amanda Bird	Caretaker	Security Lighting Heating Cleaning
Stuart Scarborough	Driver/Site Assistant	Home/School Transporting General Driving Duties Building Maintenance Grounds Maintenance

## Link and Monitoring Governor School Visits Schedule

This document will be reviewed every year

Area on School Development Plan	Link Governors	Contact in School	Date due	Agreed date of Link visit	Date the report was received	Date reported to Governing Body
Outcomes	Jane Claire	Lisa Leanne	October May	20.7.17	06.11.17 02.11.18	
Teaching and Learning	Chris Keith	Leanne Lisa	October June	24.7.17	11.10.17	
Leadership & Management	Laura Lisa Wh	Margot Lisa Leanne	November April	4.12.17 July 2018	31.01.18 07.11.18	
Personal development and behaviour	Laura Johno	Lisa Leanne	September February	21.6.17 16.10.17 30.10.17	10.10.17 13.12.17	
Child Protection	Laura	Rebecca	December June	6.6.17 6.11.17	20.6.17 (filed in SEF Evidence file on Town Site)	
Health & Safety	Laura	Clare	Termly	14.11.17 24.5.18	<i>C Stokes has copies</i> 13.01.19	
Early Years	Karen Lisa Wh	Simon Leanne	Autumn Term	5.2.18	24.4.18 16.01.19	
Head Teacher's Performance Management	Keith Chris	Margot	December May	22.5.17 3.11.17	22.5.17 Nov 18 (Report with MT – confidential)	F&P 6.6.17
Governor Training	Sarah	Rebecca	Autumn Spring Summer	N/A		Full Governors' Meetings
GDPR	Anne	Leanne/Lisa	May			

### Guidance for governors visiting the school

#### Before you visit school

- clarify the purpose of the visit. Is it linked to the School Improvement Plan? How does this effect what you're going to see?
- discuss an agenda with the relevant link teacher well in advance. Make sure that the date chosen is suitable for the purpose of the visit
- be clear beforehand exactly what you are there to see. Refer to your area of the School improvement plan

#### During

- Be punctual, keep to the agreed timetable but be flexible
- decide with the teacher how you will be introduced and what your role will be
- **remember it is a visit not an inspection**
- observe discreetly. Remember that note-taking can be disconcerting
- If on a Learning walk don't distract the teacher from his/her work but be prepared to talk and show interest
- be courteous, friendly not critical, interact, don't interrupt
- remember why you are there. Don't lose sight of the purpose of your visit
- listen to staff.

#### After

- thank the teacher for supporting you in your role as a governor. Be open, honest, positive
- make notes as soon as possible after your visit while it is still fresh in your mind
- discuss your observations with the head teacher. Be prepared to take the comments of others on board
- write up your report and circulate a draft to the head and any staff involved. Be prepared to amend it. Aim to achieve a report that is agreed by those involved

#### New Governor Mentor Guide

Mentoring is a useful way of providing new governors with the benefit of the knowledge, experience and support of experienced governors. It enables new governors to get to know the school and other governors and so become actively involved much more quickly.

#### Make contact with the new governor

If possible phone them before the first meeting. Introduce yourself and try to find out what kind of support the new governor would prefer.

Usually at any point within the first twelve months of being a governor any support you can offer will be seen as a bonus. Remember what it felt like when you were a new governor. Improving the life chances of our children is one thing all governors have in common and anything you can do to strengthen the commitment of a new governor has to be worth it long term.

### **Visiting the school**

Arrange with the Head Teacher for the new governor to meet staff and children at school.

If they have difficulty in getting time off work during the school day for governors duties, allow them to discuss options; for example

The chair of governors could write a supportive letter to the employer

OR

Arrange for the new governor to attend one of the whole school events that take place in the evening

### **Agenda**

Brief them about the background of the business on the agenda or work through school documents and policies with them. Be ready and willing to answer questions.

**Being a governor mentor can be a very rewarding role!**

**Personal Development Behaviour & Welfare Link Governors Monitoring form**

<b>Ofsted Criteria</b>	<b>How well does school meet this criteria</b>	<b>Evidence</b>
Pupils are confident and self-assured. They take pride in their work, their school and their appearance.		
Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.		
Pupils show respect for others' ideas and views.		
Secondary age pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.		
Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.		

Outcomes Link Governors Monitoring form

Ofsted Criteria	How well does school meet this criteria	Evidence	Impact
Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.			
In a wide range of subjects, the progress of disadvantaged pupils currently on roll is close to or is improving towards that of other pupils with the same starting points.			
Progress from starting points is in line with expected progress or improving across most subject areas.			

Early Year's Link Governors Monitoring form

Ofsted Criteria	How well does school meet this criteria	Evidence	Impact
Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's outcomes.			
Leaders ensure that children's needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers.			
The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals.			

**Teaching & Learning Link Governors Monitoring form**

<b>Ofsted Criteria</b>	<b>How well does school meet this criteria</b>	<b>Evidence</b>	<b>Impact</b>
<p>Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils</p>			
<p>In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.</p>			

**Leadership & Management Link Governors Monitoring form**

<b>Ofsted Criteria</b>	<b>How well does school meet this criteria?</b>	<b>Evidence</b>	<b>Impact</b>
<p>Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.</p>			
<p>Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.</p>			
<p>Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.</p>			

**Monitoring the Curriculum**

<b>Governors</b>	<ul style="list-style-type: none"> <li>• Know &amp; understand the key actions for their area of the School Development Plan</li> <li>• Ensure monitoring visits/Learning Walks take place</li> <li>• Link with relevant member of staff</li> <li>• Provide a report and feedback to full governors on their key findings and next steps</li> <li>• Ensure understanding of the data through asking key questions</li> </ul>
<b>Head Teacher</b>	<ul style="list-style-type: none"> <li>• Monitoring whole school progress</li> <li>• Monitoring progress of vulnerable groups</li> <li>• Updating the Data Dashboard</li> <li>• Reporting to governors</li> <li>• Monitoring Department Deputy Heads</li> </ul>
<b>Department Deputy Head Teachers</b>	<ul style="list-style-type: none"> <li>• Department wide monitoring of progress across the curriculum</li> <li>• Identifying any pupils who not making expected progress</li> <li>• Leading progress meetings with teachers</li> <li>• Monitoring Team Leaders &amp; Core Subject Leaders</li> <li>• Reporting to Head Teacher</li> </ul>
<b>Curriculum Team Leader</b>	<ul style="list-style-type: none"> <li>• Monitoring the planning feedback from subject coordinators to teachers</li> <li>• Ensure planning deadlines are met</li> <li>• Ensuring broad and balanced curriculum is offered</li> <li>• Overseeing enrichment activities</li> <li>• Reviewing &amp; updating curriculum maps</li> <li>• Reporting to Department Deputy Head Teacher</li> </ul>
<b>Subject Co-ordinators</b>	<ul style="list-style-type: none"> <li>• Overall understanding of the delivery of their subject</li> <li>• To review and update policy</li> <li>• To support &amp; advise on interventions for their subject</li> <li>• To monitor subject specific resources</li> <li>• To produce action plans and overviews for their subject</li> <li>• To lead TLA meetings as appropriate</li> <li>• To carry out quality assurance to monitor their subject</li> <li>• Reporting to Department Deputy Head Teacher</li> <li>• To monitor planning for their subject</li> </ul>

