

*Individual Growth, Individual People'*

Head Teacher: Mrs M A Tyers



# New Governor Induction Policy & Procedure

## Reviewed March 2022

## 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	Contacts 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.
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 v 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>							

<p><b>What governor training/learning opportunities have you accessed to date?</b></p>	
<p><b>What future training/learning do you feel you need?</b></p>	

**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

<b>Name</b>	<b>Category</b>	<b>End Date</b>
Mrs Laura Redfern	Chairperson/LA Representative	18.09.25
Mr Jim McEwen	Co-opted representative	07.12.24
Mr Brian Smith	Co-opted representative	07.12.24
Mrs Karen Bates	Vice Chair/Co-opted representative	29.11.25
Vacancy	Co-opted representative	
Vacancy	Co-opted representative	
Mrs Lisa Hill	Staff Representative	31.03.23
Mrs Olivia Leatt	Parent representative	09.03.24
Mrs Charlotte Barrington	Parent representative	08.11.25
Mrs Anne Glaves	Parent representative	08.10.22
Vacancy	Parent representative	

Mrs Margot Tyers                      Staff/Head Teacher

Chair of governors	Mrs Laura Redfern
Vice-chair of governors	Mr. Brian Smith
Clerk to governors	Mrs Patricia Colclough

#### Committee chairs:-

Finance & Personnel Committee	Mrs. Laura Redfern
Strategic Development & Pupils Committee	Mrs Laura Redfern



Performance Management Committee  
Training co-ordinator

Mrs Laura Redfern & Mr Brian Smith  
Mrs Anne Glaves

### **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 three 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 them 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 Anne Glaves 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 Anne Glaves know in order that 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

## Government and other national organisations

There is a link from the DFE 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)

## **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: [head@newarkorchard.notts.sch.uk](mailto:head@newarkorchard.notts.sch.uk)

School Office: [office@newarkorchard.notts.sch.uk](mailto:office@newarkorchard.notts.sch.uk)

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

**Governor Hub** <https://myaccount.governorhub.com>

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

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

## Appendix 1

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 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 Whole school CPD Website Whole School Attendance
Leanne Hurdle	Deputy Head Teacher	EHC Reviews Consumables Budget Subject Coordination Extended Schools Quality Assurance Designated LAC Teacher Pupil Premium & Interventions Quality of Education (Teaching, Learning & Assessment) Day to day Staffing Staff Performance Deputy DSL
Lisa Williams	Deputy Head Teacher	EHC Reviews Consumables Budget Multi Agency Liaison Risk Assessments & Evolve Quality Assurance Teacher Appraisals NQT Induction Travel Training Staff Wellbeing Parent Visits Equality & Diversity Transport Induction Day to day Staffing Staff Performance Deputy DSL



Rebecca Turner	Education Health Leader	<p>M&amp;H Budget</p> <p>External student placements</p> <p>Health Trust Liaison</p> <p>Support Staff Wellbeing</p> <p>Designated Safeguarding Lead</p> <p>Level 5 TA PDRs</p> <p>Oversee, organise and monitor rota for all Support Staff PDRs</p> <p>Induction, support &amp; monitoring of support staff</p> <p>Monitor and manage staff Attendance</p> <p>Oversee, organise and monitor all medical training</p>
Clare Stokes	School Business Leader	<p><b>Whole School</b></p> <p>Health &amp; Safety (site)</p> <p>PDRs for site, Admin &amp; Catering Teams</p> <p>CPD for site, admin &amp; catering teams</p> <p>Manage above teams</p> <p>Manage Admin Systems</p> <p>Site Management</p> <p>Whole school Budget management</p> <p>Induction, support &amp; monitoring of site, catering &amp; admin teams</p> <p>DBS Checking</p> <p>Maintaining Single Central Record</p> <p>AB4E</p> <p>Maintaining Asset Register</p>
Jim McEwen	Behaviour for Learning Team Leader	<p>Implement and monitor the School's Behaviour Policy and Strategy</p> <p>Work with pupils, staff and parents/ carers to manage challenging behaviour and promote strategies to encourage positive attitudes and behaviour</p> <p>Identify and work with appropriate agencies to support pupils with challenging behaviour and where appropriate with their parents/ carers and family.</p> <p>Support staff to monitor and evaluate the impact of interventions and ensure Behaviour Improvement Plans are updated at least termly and following a serious incident</p> <p>Identify and respond to the training and development needs of staff in their management of pupils with challenging behaviour, including providing INSET.</p> <p>Provide training to staff in other schools to apply the principles of 'Controlling Risky Behaviours'</p> <p>To monitor recorded incidents of behaviour on CPOMS and report to governors each term on all incidents, identifying those which required physical intervention</p>
Ryan McWilliams	Transition Team Leader	<p>Observe potential new students and feedback to Head teacher.</p> <p>Arrange and hold transition meetings with new parents.</p> <p>Liaise with pupils' current school staff to ensure all information is shared regarding the pupils.</p>

		<p>Meet with Newark Orchard staff that will be teaching and supporting the new students.</p> <p>Liaise, when relevant, Newark Orchard school staff regarding meeting medical needs, moving and handling plans and care plans.</p> <p>Arrange a personalised transition programme for the student.</p> <p>Attend any relevant multi-agency meetings, EHC reviews and looked after reviews for new students.</p> <p>When necessary report to Governors regarding new transitions.</p> <p>When relevant attend admission meetings.</p> <p>Transition of new pupils into school</p>
Kelly Jones	Quality of Education Team Leader	<p>Ensure all medium-Term planning is received by the planning deadlines.</p> <p>Monitor feedback from Subject co-ordinator to teachers and monitor actions have been met.</p> <p>Support and coach teachers and teaching assistants in delivering a broad and balanced curriculum.</p> <p>To work alongside the Curriculum Deputy Head to support subject coordinators and teachers to ensure the intention, implementation and impact of each area of the curriculum is fit for purpose to ensure progress.</p> <p>A broad and balanced curriculum is being offered and current curriculum issues are being investigated and met.</p> <p>Enrichment Activities are being offered</p> <p>Attend relevant network meetings</p> <p>Report and liaise with Deputies on the Quality of Education and planning.</p> <p>Maintain and update the long-term Curriculum Maps.</p> <p>Report to Governors through Head teachers report.</p> <p>With support of SLT, support teachers in their coordination of subjects.</p>
Kate Fell	Careers Team Leader	<p>Implement and monitor the School's Careers Policy in line with the Gatsby Benchmarks.</p> <p>Preparing and implementing a Careers development plan</p> <p>Updating schemes of work for careers education in line with the Gatsby Benchmarks</p> <p>Reporting on Careers to senior leaders and governors</p> <p>supporting and coaching teachers on careers education</p> <p>Managing the Role of the Work Experience TA</p> <p>Monitoring teaching and learning in careers education</p> <p>Monitoring access to careers guidance</p> <p>Establishing and developing links with employers and colleges</p> <p>Managing links with the external career's advisor</p> <p>Attend relevant network meetings</p>

		Liaise with Transition Team
Simon Ellis		<p>Provide training / coaching for members of staff to ensure consistent delivery of the Engagement model across the school</p> <p>Work with staff in the KS4 department to deliver Engagement to Adulthood. Work with other professionals (Speech and Language / Physios) to include appropriate life skill targets into the curriculum delivery for Engagement to Adulthood.</p> <p>Support staff to develop ideas / strategies to support children with complex learning needs</p> <p>Monitor Engagement Model assessment for all appropriate pupils</p> <p>Analyse Engagement Model data and ensure that appropriate progress is being made for all pupils on this pathway</p> <p>Work with staff where progress is not being made and provide support to ensure that targets are achieved.</p> <p>Provide termly feedback to SLT and School Governors which highlights strengths and developments within the Engagement Model and overall achievement of pupils</p> <p>Conduct learning walks / work scrutiny and lesson observations to ensure a consistent approach for the delivery of the Engagement Model.</p> <p>Feedback on strengths and areas for development to staff.</p>
Sarah Clay Simon Ellis Marie Fryer Joe Hayes Maria Lawton Clare McGachan Claire Myers Jantine Nusselder Donna Orton Alice Picknett Craig Porter Janet Richardson Gemma Saxelby Robert Sutton Angela Wilson	Teaching Staff	
Estelle Adcock Michele Emery Claire Hyland Pauleen Johnson Paul Housley Lisa Hill (Temp)	Level 5 Teaching Assistants	Moving & Handling Life Skills Personal & Intimate Care Health Travel Training Leading new class group
Savannah Green	Level 4 Teaching Assistants	Moving & Handling

Hannah Marson Katie Prestage Susannah Stokes Janet Tindall Stacey Town Sarah White		Day to day Organisation Sensory Work Experience Displays Day to day Organisation Interventions
Sally Baker Maria Bateman Laura Beedham Sophie Bilton Paulette Bokula Rachael Chambers Annie Creswell Karen Darwin (Temp) Andrew George (Temp) Rachel Godfrey Savanah Green (Th/Fri) Andrew Holmes Donna Hyland Naomi Klein Catherine Mason Robyn Morrison Séan O'Sullivan Yvonne Pattinson Dianne Perry Alison Puddu Julie Richardson Jo Roberts Imogen Sellers Sam Sizer Linda Spowage Harry Tyers Sally Wakefield Alison Walls Jennifer Watson Abbygail Whitworth Debbie Yates	Level 3 Teaching Assistants	
Charlie-Anne Duckworth Kirsty Edlin Rebecca Fern Rachel Herron(Mon, Tues) Bethanie Lane	Level 2 Teaching Assistants	

Amie Morris (Temp) Megan Parker Susanna Parkes Cherry Stovell Sarah Worsdall		
Barbara Birkett Amy Chapman Debbie Clark Rachel Herron(Wed,Thurs, Fri) Gail Longrigg Tracey Marriott Jane Phillips Dianne Ridyard Lyn Whitehurst Amanda Williams Donna Willis-Mear	Personal Care Assistants	
Julie Horseman	Administration Assistant	BMS (Staffing) Website Admin (Governors) Admin Support
Susan Wing	Data & Finance Assistant	Data Collection & Returns Finance Support Admin Support
Vacancy	Administration Assistant	
Ellie Bravery	Administration Assistant	General Admin Support Assisting with EHC Plans (admin)
Jeannette Jones	EHC Coordinator	To receive, collect and deliver information for individuals and organisations via telephone, email, in school & at meetings To access the EHC Hub as and when required to ensure that information is correct and up to date. To progress and coordinate the EHC review process and communicate all necessary information with key stakeholders. To work within the EHC statutory process and timeframes. To ensure all reports are collated to inform the Annual Review meeting To liaise with ICDS, Health, Social Care and other organisations in order to ensure school meets the needs of children and young people with EHC Plans To work alongside the Deputy Head Teacher to provide advice and guidance to school colleagues, pupils and families on all aspects of the EHC process To support the Deputy Head Teacher during the review meeting and maintain an accurate record

		<p>of the main points of discussion and any relevant actions</p> <p>To oversee, organise and support the process for potential parents/carers to visit the school prior to requesting a place with ICDS.</p> <p>To liaise with the Transition Leader, key staff and parent/carers when organising observations of potential students to the school.</p> <p>To work alongside the Transitions Leader to create a coordinated approach to Transition packages for new students.</p> <p>To organise, attend and minute relevant multi-agency meetings</p> <p>To keep accurate records of work undertaken to inform the Head Teacher and Governors</p> <p>To be prepared to undertake any training to enhance skills required which are relevant to the role.</p> <p>To develop systems which promote participation and attendance and continually monitor the level of user satisfaction.</p> <p>To provide written and verbal reports as and when required to feed into both the School's Annual Review and Transition process</p>
Paul Housley	ICT Technician	<p>Servicing &amp; Maintenance of ICT Equipment for Curriculum</p> <p>Installation of Software</p> <p>General Technical Support</p>
Marie Thomas	Catering Manager	<p>Management of School Kitchens</p> <p>Provision and Service of School Meals</p> <p>Provision of External Catering</p> <p>Food Health &amp; Hygiene</p> <p>Performance Review of Kitchen Staff</p>
Mandy Wood	Assistant Cook	<p>Assisting Catering Manager</p> <p>Deputising for Catering Manager</p>
Rosemary Fern Mandy Maidlow Natalie Redmile	Kitchen Assistants	<p>Assist with Food Preparation and Service</p> <p>Cleaning of Kitchen</p>
Linda Allsop	Senior Caretaker	<p>Security</p> <p>Mandatory Building &amp; Facilities Checks</p> <p>Lighting</p> <p>Heating</p> <p>Cleaning</p> <p>Directing NCC Staff</p> <p>Opening/Closing Building for Saturday Club</p>
Amanda Bird	Caretaker	<p>Security</p> <p>Lighting</p> <p>Heating</p>

		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
Quality of Education	Brian	Leanne	October April			
Leadership & Management	Laura Brian	SLT	November April			
Personal development	Laura Anne	Lisa	Autumn			
Effectiveness of Behaviour & Attitudes	Laura Charlotte	Jim	Spring			
Careers	Karen	Kate	Spring			
Child Protection	Laura	Rebecca	December June			
Health & Safety	Laura Jim	Clare	Termly			
Early Years	Karen Olivia	Simon	Autumn			
Head Teacher's Performance Management	Laura Brian	Margot	December May			
Head Teachers performance quality assurance	Karen	Laura Brian	December May			Full Governors' Meeting
Governor Training	Anne	Rebecca	Autumn Spring Summer			Full Governors' Meetings
GDPR	Karen	Rebecca	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.

### Contact 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!

## Effectiveness of Behaviour &amp; Attitudes Link Governors Monitoring form

Criteria for Good	How well does school meet this criterion	Evidence
The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct.		
Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines		
Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.		
Pupils' attitudes to their education are positive. They are committed to their learning, are resilient to setbacks and take pride in their achievements		
Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.		

<p>Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively.</p>		
<p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</p>		

Personal Development Link Governors Monitoring form

Ofsted Criteria	How well does school meet this criterion	Evidence	Impact
The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.			
The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character			
The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an appropriate understanding of healthy relationships.			
The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them			

The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values			
The school promotes equality of opportunity and diversity effectively.			
Pupils show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated			
The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.			
Schools prepare pupils for future success in education, employment or training. They use the <a href="#">Gatsby Benchmarks</a> , a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.			

Early Year's Link Governors Monitoring form

Ofsted Criteria	How well does school meet this criteria	Evidence	Impact
<p><b>Intent</b> Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life</p>			
<p>The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning</p>			
<p>There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.</p>			
<p>The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately where appropriate.</p>			

The resources are chosen to meet the children's needs and promote learning.			
The curriculum and care practices promote and support children's emotional security and development of their character.			
Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other			
They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.			



**Quality of Education Link Governors Monitoring form**

<b>Ofsted Criteria</b>	<b>How well does school meet this criteria</b>	<b>Evidence</b>	<b>Impact</b>
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, the knowledge and cultural capital they need to succeed in life.			
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment			
Teachers and leaders use assessment well.			
Teachers create an environment that focuses on pupils			
Reading is prioritised to allow pupils to access the full curriculum offer. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.			
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.			
Pupils are ready for the next stage of education, employment or training.			

**Leadership & Management Link Governors Monitoring form**

<b>Ofsted Criteria</b>	<b>How well does school meet this criterion?</b>	<b>Evidence</b>	<b>Impact</b>
Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic and during the transitional period.			
The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.			
Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services			
Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.			
Leaders protect staff from bullying and harassment.			

<p>Those responsible for governance understand their role and carry this out effectively. Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p>			
<p>Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</p>			
<p>The school has a culture of safeguarding that supports effective arrangements to:          identify pupils who may need early help or who are at risk          Help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help          manage safe recruitment and allegations about adults who may be a risk to pupils.</p>			

**Monitoring the Quality of Education**

<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 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>• Reporting to governors</li> <li>• Monitoring Curriculum Deputy Head</li> </ul>
<b>Curriculum Deputy Head Teacher</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 Leader &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>

