

Burnside Primary School



Governor Induction Pack

2020/2021

Welcome

Dear Governor,

We are delighted to welcome you to our Governing Body!

At Burnside Primary School, we are very fortunate to have an experienced and dedicated team of governors who are skilled in their role and who strive to ensure that the children receive the best educational opportunities. We believe that effective school governance is essential to maintain high standards and we do all we can to support and develop our governors through mentoring and providing access to a comprehensive range of training provided by Durham County Council.

Our Governing Body consists of eleven governors and the Acting Head Teacher. The primary objective for our Governing Body is to deliver our 'vision', to provide an outstanding education for children across our school community. Learning knowledge and skills is at the very heart of everything we do and we strive to ensure that all our children are excited and curious about the world, about themselves and develop the life skills they will need to be happy, successful, confident and resilient young people. We want every child to be a brilliant learner, enjoy, achieve and feel safe. The children benefit greatly from the strong partnerships and sense of common purpose which the school has developed with our governors, parents and members of our local communities.

We look forward to working with you and are hopeful that you will find your role as a governor to be an immensely rewarding one!

Yours Sincerely,

Mr Sam Laing
Chair of Governors

Mrs Kate Charlton
Acting Head Teacher

The Role of the Governing Body

The role of the governing body is a strategic one, the key functions are to:

- Set the aims and objectives for the school
- Set the policies for achieving those aims and objectives
- Set the targets for achieving those aims and objectives
- Monitor and evaluate the progress the school is making towards achievement of its aims and objectives
- Be a source of challenge and support to the head teacher (a critical friend)

Click on the link below for a great explanation on the role of a school governor from the National Governors Association. http://www.nga.org.uk/getattachment/News/NGA-News/NGA-releases-free-role-description-forgovernors/What_does_a_governor_do.pdf.aspx

It is important to remember that the governor role is to think and question, not to do! Throughout your training, you will hear Governors referred to as a 'critical friend.' By attending the relevant training, visiting the school and attending meetings, you will build your knowledge to allow you to fulfil your role.

Code of Conduct

The Governor Code of Conduct is taken directly from the NGA website (2019)

Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the school(s)/trust
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the headteacher (where delegated)
- Monitoring the educational performance of the school/s and progress towards agreed targets
- Performance managing the headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation NGA Document

Overseeing financial performance, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

NGA recognises the following as the fourth core function of governance:

- Ensure that other key players with a stake in the organisation get their voices heard by:
- Gathering the views of pupils, parents and staff and reporting on the results.
- Reaching out to the school's wider community and inviting them to play their part
- Using the views of stakeholders to shape the school's culture and the underpinning strategy, policies and procedures.

Role & Responsibilities

- We understand the purpose of the board and its strategic role.
- We understand how the role of the board differs from and works with others including the headteacher
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open governance and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/group of schools. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the governing board.
- We will actively support and challenge the executive leaders.
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation.
- We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements.
- We agree to adhere to the school's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law.
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views
- When communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation.
- We will avoid, as far as possible, becoming involved in any communication which may lead to a conflict of interest with the role of the governing board.

Commitment

- We acknowledge that accepting office as a governor/trustee/academy committee member involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
- We will visit the school/s, with all visits arranged in advance with the headteacher and undertaken within the framework established by the governing board.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor/trustee/academy committee member.

- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency we accept that information relating to governors/trustees/academy committee members will be collected and logged on the DfE's national database of governors (Get information about schools).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors/trustees/academy committee members, the clerk to the governing board and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We will confront malpractice by speaking up against and bringing to the attention of the relevant authorities' any decisions and actions that conflict with the Seven Principles of Public Life (see annex) or which may place pupils at risk.
- We are prepared to answer queries from other board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school/trust business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.
- We will ensure all confidential papers are held and disposed of appropriately. Conflicts of interest
- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
- We accept that the Register of Business Interests will be published on the school/trust's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

Ceasing to be a governor/trustee/academy committee member

- We understand that the requirements relating to confidentiality will continue to apply after a governor/trustee/academy committee member leaves office Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governing board member, such as the vice chair will investigate.

Meeting Protocol

Full Governing Body Meetings and Committees

- Governing Body meetings are strictly confidential and should not be discussed outside of the Governing Body **in any circumstances**
- Governors should make every attempt to be present at all meetings
- Apologies must be sent to the clerk prior to the meeting if the meeting cannot be attended
- Any interests must be declared when prompted
- Governors should support the school in adhering to local and national policy
- Governors should contribute positively in meetings
- Governors should challenge the school constructively and respectfully
- The Chair should be allowed to follow the outlined agenda clearly and contributions made by all participants should be relevant
- Governors will not share personal experiences, complaints or comments within the meeting but will address the agenda objectively with the needs of the whole school community in mind. It should be noted that issues brought to the attention of governors should always be shared confidentially with the Chair outside of the Full Governing Body meetings or Committees
- Where MS Teams meetings are needed due to logistics or the pandemic, Governors should mute their microphone throughout the meeting and indicate to the chair via the raised hand that they wish to make a contribution

The Governing Body

Chair of Governors	Mr Sam Laing
Vice Chair of Governors	Rvd. Andrea Dart
Vice Vice Chair of Governors	Mrs Sam Witty
Acting Head Teacher	Mrs Kate Charlton
Governors	Cllr. Carl Marshall Mr James Kane Mrs Paula Renwick Mrs Jean Richardson Mrs Nichola Daghish Mr Chris Dodgson

Glossary of Terms

Achievement now takes into account the standards of attainment reached by pupils and the progress they have made to reach those standards.

Attainment: this is the standard of academic attainment, typically shown by test and examination results.

Admission Authority - The body responsible for setting the criteria determining the admission number. In our case this is Durham County Council.

AfL - Assessment for Learning

ASP – Analyse School Performance (system). System that has replaced RAISEOnline, where schools and governors can access detailed performance data.

Appraisal - A review of an employee’s performance.

APS - Average Point Score, a numerical value attributed to progress/attainment for children ASD - Autistic Spectrum Disorder.

AWPU - Age Weighted Pupil Unit – the sum of money allocated to the school for each pupil according to age. This is the basic funding for the school.

Baseline Assessment - Assessment of a pupil’s attainment when they join the school.

Capital Expenditure - Spending on projects, improvements and extensions to the school.

Capital Funds - cannot be spent on day-to-day maintenance work.

Clerk to the Governing Body - A person appointed to carry out administrative duties on behalf of the Governing Body, such as preparing the agenda for and minuting termly Governor Meetings.

Core Curriculum - English, Maths and Science

DBS Checks - Disclosure and Barring Service. Previously known as Criminal Record Burchecks.
DfE - Department for Education.

EAL - English as an additional language.

EDP – Educational Development Partner

EHCP – Education and Health Care Plan

Exclusion - The temporary or permanent banning of a pupil from the school.

Early Years Foundation Stage (EYFS) - formerly called Early Years, this covers children in the Nursery and Reception Classes.

FFT - Fischer Family Trust, an education charity that conducts research and produces data for use by schools.

FSM - Free School Meals.

HLTA – Higher Level Teaching Assistant

ICT - Information and Communications Technology.

INSET - In-service education and training for staff.

Instrument of Government - A legal document setting out the composition of the Governing Body.

Key Stage 1-4 - KS1 pupils aged 5-7 KS2 pupils 7-11 KS3 pupils aged 11-14 KS4 pupils 14-16

LA/LEA - Local Education Authority – Durham County Council

LSA - Learning Support Assistant (or TA)

MAT – Multi Academy Trust

MPS - Main Pay Spine, which structures incremental pay for teachers

NGA - National Governors' Association.

NOR - Numbers on roll

NQT - Newly qualified teacher in his/her induction year, at the end of which s/he has to meet a range of standards in order to achieve

QTS (Qualified Teacher Status).

OFSTED - Office for Standards in Education. The body that arranges and sets standards for school inspections.

Performance Management - A yearly review system for all staff.

PPA - Planning, preparation and assessment – guaranteed non-contact time for teachers.

PSHE - and Citizenship or PSHCE Personal, Social and Health Education and Citizenship.

PTA - Parent Teacher Association.

Pupil Premium - Extra sum of money from Government paid per pupil who has FSM (Free School Meals) or is a Looked After Child or a child of someone serving in the Armed Forces.

Quorum - The minimum number of members at a meeting before decisions can be made.

SIP - School Improvement Plan

SATs - Standard Attainment Tests, taken at the end of each Key Stage.

Scheme of Delegation - Part of the Finance Committee's Terms of Reference – to specify the responsibilities and limits of the Governing Body's financial delegation to the Finance Committee.

SCITT - School Centred Initial Teacher Training – a scheme for post graduates to train in school to be a teacher.

Self Evaluation Form (SEF) – This was a nonstatutory document, containing judgements about the school. The official SEF document was withdrawn in July 2011, though Ofsted still expect schools to carry out self evaluation, so the document used for this is still sometimes referred to as the SEF.

SEND - Special Educational Needs & Disabilities – learning difficulties for which special educational provision has to be made. May include children with physical disabilities or emotional and behavioural disorders.

SENDCo - Specialist leader in SEND education

SFVS - Schools Financial Value Standard, auditing system completed annually (replaces FMSIS – Financial Management in Schools).

SIMS - School Information and Management System – a computer package to assist schools in managing information on pupils, staff and resources.

SMSC - Spiritual, moral, social and cultural development.

Sports Premium – Extra sum of money paid to schools by government to be utilised to promote sport and healthy lifestyles for children.

Support Staff - All employees at the school other than teachers

TA - Teaching Assistant.

TLRs - Teaching and Learning Responsibilities, that warrant salary enhancement

UPS - Upper Pay Spine.

Value Added - When pupils make progress that exceeds expectations based on their prior assessments; the additional benefits from a school's ethos, good teaching or extra-curriculum activities.