



Terms of Reference for the Full Governing board and committees

Including roles and responsibilities of Lead Governors

Adopted and ratified by the FGB on	Summer Term 2024
Next review	Summer term 2025

Safeguarding Governor Deputy Safeguarding Governor	Jo Jacobs Laura Jonker
SEND Governor Equality and Inclusion Governor	Laura Jonker Luke Parks
Premises Governor	Tim Child
Curriculum Governor	Sarah Manly
Finance Governor	Kat Scully Luke Parks
Attendance and Behaviour Governor	Sarah O'Meara

Full Governing Board	<p>Jo Jacobs</p> <p>Tim Child</p> <p>Sarah Manly</p> <p>Laura Jonker</p> <p>Luke Parks</p> <p>Kat Scully</p> <p>Sarah O'Meara</p> <p>Headteacher</p>
Admissions committee	<p>Jo Jacobs</p> <p>Sarah O'Meara</p> <p>Headteacher</p>
Pay and Performance	<p>Jo Jacobs</p> <p>Kat Scully</p> <p>Luke Parks</p>
Headteacher appraisal panel	<p>Jo Jacobs</p> <p>Tim Child</p>
Exclusion Panel	<p><i>External support may be required</i></p> <p>Laura Jonker</p> <p>Sarah Manly</p> <p>Plus, one other Governor selected after consultation of headteacher and clerk</p>

Complaints panel (First hearing)	<i>External support may be required</i> 3 governors selected after consultation of headteacher and clerk
Complaints panel (Second Hearing)	<i>External support may be required</i> 3 governors selected after consultation of headteacher and clerk



Vision

Our shared vision is that Willand School will be a happy, inclusive environment with high expectations and standards in which all children can become:

- Successful learners who enjoy learning, make progress, and achieve.
- Confident individuals who are able live safe, healthy, and fulfilling lives
- Responsible citizens who make a positive contribution to society

Aims

The aims of the Governing Board are to:

- To set high standards for all children and clear targets for improvement
- To be a critical friend in this process
- To help the school be responsive to the needs of children, parents, and the community

Ethos

At Willand School we stand against all forms of discrimination on the grounds of ethnic origin, religion, socio-economic background, sexual orientation, gender, age, disability, or ability.

Purpose

The purpose of these terms of reference is to ensure effective governance through best practice.

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

Membership of the board

The governing board will ensure it has sufficient governors to undertake its duties effectively and in accordance with the Guide to the Law for Governing Bodies. The governing board for Willand School should consist of a maximum of:

- One Head Teacher
- One Local Authority Governor
- Three Parent Governors
- One Staff Governor
- Five Co-opted Governors

A total of 11 governors

All governors will be appointed for a 4-year term of office.

The governing board will ensure that it creates an environment which enables it to recruit and retain effective governors and which encourages the participation of all groups and sections of the community.

Mentors will be allocated to new governors.

The governing board has the ability to consider those individuals who would not otherwise be qualified to be governors but who are able to contribute to the school for associate membership.

Election of the chair and vice chair

The Chair of Governors and Vice Chair will be elected for one year at a time.

Candidates may self-nominate at any time in advance of a vote.

Candidates will be able to make a personal statement to the meeting before the vote if they wish.

The clerk will take the chair for the election of the Chair of Governors.

Where an election is contested, voting will be by secret ballot with the candidate receiving the largest number of votes being elected.

Appointment of a clerk

The clerk will have a contract of employment that includes specific provisions in relation to their work as clerk. This will show hours, rate of pay, method of payment, overtime pay and period of notice and accountability.

The clerk will have an annual performance review.

The Chair of Governors is responsible for carrying out the annual performance review.

The governing board will support the clerk in their continuing professional development. This may include the clerks' accreditation programme, the clerks' development programme, support meetings and whole governing board training.

Meetings

The governing board will hold a minimum of 4 meetings to ensure the strategic business of the school is properly addressed. Ideally there should be a meeting each half term.

An annual calendar of dates for full governing board meetings will be set and published.

Full governing board meetings will include progress towards the School Improvement Plan and an update on academic progress/other relevant performance data.

Governors will receive relevant information a week in advance of meetings to enable sound discussion and decisions to be made.

Recording the acceptance of apologies does not imply the consent of the governing board for a governor to be absent about the Disqualification Regulations for nonattendance. Consent for absence may be granted by the governing board on request from governors who know they will be unable to attend meetings for an extended period. Where a governor's pattern of attendance is causing concern the clerk, or the chair will alert them to this.

The governing board will ensure that there is an opportunity, at least annually, for all parents who wish to do so to meet with governors.

The governing board minutes will be available on the school website except for Part II business.

The clerk will maintain a record of the Governors' pecuniary interests and any conflict of interest at meetings.

A quorum is required at meetings where decisions require a vote; otherwise only discussions can be held at that meeting and the vote will take place at the next meeting. Quorum for all meeting is 4.

Governing Board Organisation

The governing board will review its overall effectiveness, structure, and membership annually.

The governing board is responsible for:

- Approving the School Improvement Plan.
- Approving the first annual budget in each financial year.
- Approving statutory and other key policies School Development Plan Review Terms of Reference annually
- Make provision for staff dismissal and appeal and pupil discipline subject to Regulations.
- Elect Governors to fill Lead Governor roles in line with the TORs for each lead role.
- Not delegate responsibilities retained at governing board level by Regulations.
- Participate in the completion and updating of the Self-Evaluation Form (SEF) and consider its contents.
- Be actively involved in the planning and agenda for school improvement and will contribute to the strategic development of the school.
- Consider a variety of internal and external information and use this to inform decision making.
- Visit the school regularly to review progress against the School Improvement Plan in key curriculum areas.

Headteachers Report

The governing board will require a written report from the Head Teacher including:

- Pupil achievement and progress.
- Performance data.
- Attendance data across the school
- Progress against the School Development Plan.
- Effectiveness of the Performance Management Policy.
- School self-evaluation.

- Fulfilment of statutory responsibilities.
- Well-being across the whole school

The governing board will be made aware and make use of external inspection reports from the school's Leadership and Learning Partner/Ofsted/County Council officers.

Governor Relationships

The governing board and Head Teacher will respect each other's roles and maintain a professional and open relationship, acknowledging the skills and contributions of all.

The governing board will use staff and governor time appropriately, sensitively, and effectively.

The governing board will, in the way it conducts its business, have regard to the need for the Head Teacher, staff and governors to maintain a reasonable work/life balance.

In planning the frequency and times of meetings the governing board will have regard to Membership.

The governing board will ensure it has sufficient governors to undertake its duties effectively and in accordance with the Guide to the Law for Governing Bodies

Model Terms of Reference for the Admission committee

- To apply the oversubscription criteria as agreed by the Governing Board and advice the Local Authority (LA) of the ranked list (including distance information as requested from the LA).
- To review the Governing Board admission policy, oversubscription criteria and PAN and make any recommendations for change to the whole Governing Board.
- To ensure that the consultation process is carried out in accordance with guidance contained in the School Admissions Code and from the Department for Education.
- To support the Board in making the case for refusing an application for admission to an Independent Appeals Panel.
- To consider, with the Headteacher, any applications for admission after the normal point of entry that may be refused.
- To publish the school's Admissions Arrangements on the school website.
- To ensure minutes (with decisions and action points) are taken at each meeting and circulated promptly to all members of the Board and the LA.

To consider an appeal against LA directions to admit pupils.

Model Terms of Reference for Pay and performance Committee.

- To review a Pay Policy for all members of staff, in line with Devon County HR advice and make recommendations to the full Board. (A model is available, contact hrdirect@devon.gov.uk)
- To adopt and keep under review staff appraisal policies including the criteria for pay progression.
- To ensure that the appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that pay decisions can be objectively justified.
- To annually review the salaries of all staff
- To approve teachers' salaries following recommendations from the headteacher/senior leadership team on whether to award performance pay in line with the school's policy.
- To monitor the outcome of pay decisions, including the extent to which different groups of teachers may progress at different rates and check processes operate fairly.
- Following recommendations from the headteacher, to make decisions in respect of pay increases of any members of staff in a leadership role not covered by teacher appraisal and ensure that decisions on pay are linked to performance.
- To review the headteacher's salary annually, and to have regard to any recommendation from the governors who have conducted the headteacher's appraisal.
- To undertake salary reviews at any other time the governing board directs that there is a need to do so.
- To consider the salary appropriate for new posts within the school, in line with similar posts already in place
- To inform the board of approved salary decisions, to ensure inclusion in the budget.

Model Terms of Reference for Head Teacher Appraisal

- To ensure that at every stage the appraisal is firmly linked to school / college improvement and the agreed criteria identified in the performance objectives.
- To work with an external adviser, appointed by the Full Governing Board to support and advise the panel during the Headteacher's / Principal's appraisal process.
- To prepare for the appraisal meeting with advice from the external adviser by reviewing the objectives set for the previous year along with the Headteacher's / Principal's overall performance and any challenges faced.
- To lead the Headteacher's / Principal's performance appraisal meeting with support from the external adviser.
- To consider the Headteacher's / Principals learning, development & support needs and how these will be addressed.
- To advise the Headteacher /Principal of the standards against which the performance will be assessed during the coming year.
- To make recommendations by 31st December in relation to any pay progression, in line with the School Teachers' Pay and Conditions Document, to the governing board committee with delegated responsibility for decisions on pay.
- To set the objectives for the coming academic year.
- To agree with the adviser a written report of the appraisal process for the Headteacher / Principal as soon as is practicable.

- To undertake a review meeting after 6 months to consider the progress towards meeting the objectives and whether they need to be amended as circumstances have changed.

Model Terms of Reference for the Complaints panel First hearing

- To make any initial decision relating to staff conduct, capability or a grievance (where this has not been delegated to the headteacher)
- To make a decision to suspend a member of staff (where this has not been delegated to the headteacher)
- To make a decision to dismiss a member of staff.
- To make initial decisions in respect of staff redundancies
- To make any other initial decisions as are needed in respect of any staffing/HR procedures which are not covered by the Terms of Reference for the Resources Committee

Model Terms of Reference for the Complaints panel Second hearing

- To hear an appeal against any decision made by the headteacher or any other committee of the governing board.
- To hear a complaint in accordance with the school's complaints policy where this has not been resolved at a previous stage.
- To consider the decision of the head teacher to exclude a child/pupil from the school in accordance with the regulations governing exclusion.

Model Terms of Reference for the Safeguarding Governor

Duties which are delegated to this governor (*Governance Handbook*)

Governing boards may use their powers to delegate functions and decisions to committees or individual governors. It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.

It is the responsibility of the Governing Board to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the local authority and LSCB and national guidance.

In addition to considering the delegated responsibilities of the Safeguarding Lead the Governing Board should also nominate a member to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher (Keeping Children Safe in Education [KCSiE] guidance states that this should be the Chair).

D Delegated to Governor(s) / Trustee(s) **R** Recommend to Full Governing Board

The Safeguarding Governor(s) / Trustee(s) will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	D
To keep the Governing Board up to date with work undertaken by the Safeguarding Governor/Trustee through regular (termly) written reports supplied to the clerk to disseminate to the FGB. (To ensure that statutory requirements are met, use the termly safeguarding data collection sheet found on Governance pages of Babcock LDP website.)	D
To ensure that the school appoints a Designated Safeguarding Lead (DSL) for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to child protection training.	D
To ensure that the DSL role is clearly defined in the role holder's job description and the DSL receives refresher training at prescribed intervals.	D
Monitor and ensure that all staff, including temporary staff and volunteers, are provided with the school's safeguarding / child protection policy and staff behaviour policy/code of conduct.	D
To monitor and evaluate the school's application of the agreed child protection policy and procedures, including the staff behaviour policy/code of conduct.	D
To consult with the DSL and recommend policies, including the Child Protection Policy, for review by the FGB, checking that the school has ensured that they are consistent with LSCB and statutory requirements, reviewed annually, cross referenced and made publicly available on the school's website.	R
To monitor and evaluate the school's procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children. Ensure that these are in line with statutory requirements and are effective.	D
To monitor and evaluate the school's safer recruitment procedures, including statutory checks on staff suitability to work with children and disqualification by association regulations. Ensure these are followed.	D
To monitor the staff training requirements for all staff and volunteers, including the Headteacher and ensure these meet statutory requirements. Check that all staff receive information on induction about the school's safeguarding arrangements, staff behaviour policy or code of conduct and the role of the DSL.	D
Monitor and evaluate the arrangements for child protection training, including staff being regularly updated in line with statutory requirements– 'at least annually' for DSL.	D
Monitor and evaluate how the school ensures pupils are taught about safeguarding, including online, as part of a broad and balanced curriculum.	D
To ensure that the school has met its statutory duties (Section 175/157 Education Act 2002) by completing and returning the annual safeguarding audit to the Local Authority. Ensure that any weaknesses identified are rectified by the school without delay.	D
Prepare an action plan against weaknesses identified in the audit, plus any other areas identified in need of additional attention. Monitor and evaluate this action plan.	R
To ensure that all staff, governors, and volunteers have received KCSiE (Keeping Children Safe in Education) statutory guidance.	D
To monitor and evaluate the Single Central Register (SCR) annually and sign it, but more frequently in larger schools or where staff turnover is high (termly).	D

Online Safety	
To monitor and evaluate the online safety policy and report to FGB. Policy/guidance on the use of mobile technology for both staff and pupils need to be present (this could be part of online safety policy or acceptable user policy; models are available from the Governance Consultancy team).	D
To monitor and evaluate the school's effective application of the online safety policy.	D
To ensure that the school follows all current online safety advice and keeps the children and staff safe.	D
To support the school in encouraging parents and the wider community to become engaged in online safety activities.	D

Model Terms of Reference for the Inclusion, equality and SEND Lead Governors

Policies and Documents delegated to this governor.

- SEND Policy and information relating to SEND provision published on school website (Statutory)
- Equality Policy (or information) and Equality Objectives (Statutory)
- Supporting Pupils at School with Medical Conditions Policy (Statutory)
- Education of Children in Care Policy
- Behaviour Policy & Behaviour Principles (Statutory)
- Attendance Policy
- Child Protection Policy (Statutory)
- Devon County Council Safeguarding Audit
- Admissions Policy VA/Foundation (including Trust) schools only (Statutory)
- Year 7 Catch-up premium, information on spending published on school website (Statutory)
- Exclusion procedures (if not included in Behaviour Policy) (Statutory)

Duties which are delegated to this governor: (Governance Handbook)

Governing boards may use their powers to delegate functions and decisions to committees or individual governors. It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.

D Delegated to Lead Governor/Trustee **R** Make Recommendations to Full Governing Board

NOTE: THESE TERMS OF REFERENCE ASSUME THE BOARD ALSO HAS A SAFEGUARDING LEAD GOVERNOR AND A PUPIL PREMIUM LEAD GOVERNOR.

The SEND and inclusion governor/trustee will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	D
To champion the requirements of children with Special Education Needs and Disabilities by contributing to the development of a SEND Policy, including provision for more able children, to recommend to the full governing board. Highlight any resourcing/finance/staffing issues to the Finance and Personnel Lead Governors/Trustees.	R

Monitor the implementation and effectiveness of the agreed SEND policy and report to the full board. Ensure relevant statutory information relating to SEND is published on the school website, updated at least annually and when any changes occur.	D
To ensure the needs of <i>all</i> pupils are met by ensuring the relevant policies, practices and procedures are in place and being implemented effectively for all vulnerable groups. (Including, but not limited to children in care; pupils with medical needs in school; pupils with English as a second language; pupils eligible for Free School Meals; ethnic minority and traveller pupils; forces children, pupils with protected characteristics, SEND pupils.)	D
To consider impact for pupils, parents, and staff with protected characteristics when developing/reviewing policies. To monitor the school's engagement with individuals with protected characteristics and ensure that they are given an opportunity to contribute to the development of school processes and procedures.	D
To assist with the identification of Equality Objectives for ratification by the board and monitor progress towards these objectives, reporting to the board at least annually	R
To ensure that the school meets the statutory requirements relating to equality legislation including publishing the Equality Objectives, equality information (or an agreed policy) on the school website to show how the school is complying with the Public Sector Equality Duty.	D
To ensure the governing board meets their statutory duty to be involved in the formulation of the 'Local Offer' with the Local Authority.	D
Ensure an attendance register is taken daily at school. Monitor pupil attendance figures and patterns. Review and evaluate progress towards the schools' attendance targets. Monitor exclusion procedures and exclusion data, including pupils on a part time curriculum. Have due regard for children potentially missing from education. Review the Attendance Policy.	D
To review and agree, with the headteacher, the Behaviour Policy based on the Behaviour Principles set by the board. Check that the Policy and relevant information is published on the school website and monitor that there is continuity of application throughout the school.	D
To review and agree the Child Protection Policy (including Cyber Bullying and e-safety strategies) on an annual basis. Monitor and evaluate implementation of the policy and report any concerns/ areas for improvement to the full governing board.	D
To meet with the SENDCO and work with them to analyse the impact of the schools' provision for SEND pupils in relation to attainment and progress; attendance, punctuality, and exclusion.	D
Establish if the SENDCO has sufficient time and resources to enable them to carry out the role as described in the SEND Code of Practice? If your school shares a SENDCO across settings, do they have sufficient administration support to enable them to fulfil their role effectively? (Note – this should not be the Headteacher of one of the schools. The Code of Practice states it may be appropriate for smaller primary schools to share a SENDCO, but this must be kept under review to ensure there is no negative impact on outcomes or quality of provision.)	R
To support the SENDCO in completing the SEN Funding Evaluation Tool (autumn term) and check that the data matches the information held by the school. Use the SEN Funding Evaluation Tool to ensure that provision is being targeted effectively and consider the implications of the following year's budget for learners with SEND and inclusion needs. Ask how the Graduated Response is used in school to support the 'Assess, Plan, Do, Review' cycle.	D

Model Terms of Reference for the Premises, Security and Health & Safety Lead Governor

Policies and Documents delegated to this governor / trustee:

- Lettings Policy
- Accessibility Plan
- School Emergency Plan / Business Continuity Plan
- Health and Safety Policy

Duties which are delegated to this governor / trustee:

Governing boards may use their powers to delegate functions and decisions to committees or individual governors/trustees. It is the overall governing board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions. (Governance Handbook.)

D Delegated to Lead Governor/Trustee(s) **R** Make Recommendations to Full Governing Board

The Premises, Security and Health & Safety lead governor/trustee will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	D
To assist the headteacher and discharge the responsibilities of the governing board on matters relating to the school premises and grounds, security, and environment.	D
To ensure an annual inspection of the premises and grounds is carried out and reported; receive reports from staff and agree a statement of priorities for maintenance and improvement (with reference to the Asset Management Plan) for board approval.	R
To review the security requirements of the setting annually and make recommendations to the board in line with professional advice.	R
To monitor and evaluate safety outcomes (risk assessment reports/accident statistics/near misses.) Report any issues of concern to the board.	D
To monitor that Risk Assessments, including an annual fire risk assessment, are up to date with a clear line of responsibility for procedures and actions.	D
To ensure that there are agreed procedures for reporting any concerns (including an appropriate Whistleblowing Policy)	D
To consider and agree (within delegated limits) the costs and arrangements for maintenance, repairs, and redecoration within the budget allocation. Refer to the board any exceptional costs, or those in excess of delegated financial limits. Work with the headteacher to develop a long-term plan for improving the facilities and premises for staff, pupils and any other visitors or users of the premises for approval by the board.	D
To monitor the preparation, tender process, and implementation of contracts, ensuring best value principles are adhered to. Ensure potential conflicts of interest are identified and appropriately managed.	D
To ensure that all policies and procedures relating to health & safety, buildings and visits are reviewed and amended where appropriate.	R
To agree a lettings policy.	D
To agree, evaluate and review the schools Accessibility Plan	D
To recommend to the Governing Board reasonable adjustments to premises to improve disabled access.	R

To ensure that clear Health and Safety checks and Risk Assessment details are outlined and complied with prior to educational trips and visits. To receive a report of any issues on educational trips or visits and ensure staff review the Policies in accordance. To ensure that educational trips and visits meet the safeguarding requirements.	D
To consider the advice and recommendations and the model Health and Safety Policy supplied by the Local Authority or Academy Advisers and to agree and keep under review a Health and Safety Policy for the school	D
Review catering/school meals/ vending machines/ nutritional policy. Re-affirm food standards in line with statutory duties.	D
Review the School Emergency Management Plan / Business Continuity Plan and report to the board	D
Regularly review the premises aspects of the Risk Register and report to the board.	D
Academy schools – ensure that, where appropriate, bids are made for Condition Improvement Funding (CIF) within the required timeframes	D

Model Terms of Reference for the Curriculum Lead Governor

Policies and Documents delegated to this governor.

- Collective Worship Policy (Recommended)
- Sex, Relationships and Health Education Policies (Statutory)
- Governor/Trustee Visits Policy or Protocol
- Curriculum information published on school website (Statutory)
- Provider Access Policy & Careers information published on school website (Statutory, years 8 to 13)

Duties which are delegated to this governor/trustee: (*Governance Handbook*)

Governing boards may use their powers to delegate functions and decisions to committees or individual governors. It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.

D Delegated to Lead Governor/Trustee **R** Make Recommendations to Full Governing Board

The Curriculum governor/trustee will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	D
To monitor and evaluate the agreed <i>intent, implementation, and impact</i> of the school curriculum. Consider evidence about how effectively the curriculum is achieving its aims for pupils and how this relates to the board's vision for the school. Report to the board.	D
To evaluate information from the headteacher, subject leaders and staff about how the curriculum is taught, evaluated, and resourced, report to full governing board.	D
To agree the policies for sex & relationships education, health education and collective worship.	D
To agree the arrangements for educational visits and ensure that they are in line with current guidance (link to Health and Safety Lead).	D

To ensure the continued knowledge and understanding of governors / trustees in respect of the National Curriculum and/or changes in national programmes which impact on the curriculum.	D
To establish/recommend as appropriate the policy and/or protocol for governor / trustee visits to the school. Ensure all governors / trustees are aware of and follow the agreed structure, including submitting appropriate reports to the board, by monitoring its implementation. Have regard for staff wellbeing and work life balance when devising the policy.	R
To develop and review a monitoring procedure and cycle for governors (including governor / trustee visits) focusing on specific areas of the curriculum, linked to the School Development Plan (School Improvement Plan).	D
To monitor and evaluate the provisions of the curriculum to account for the needs of children with SEND, including more able children. Consider evidence to demonstrate how the curriculum is made accessible for all pupils. (Link with SEND/Inclusion lead governor.)	D
Consider if children are taught about mental health and emotional wellbeing as part of a broad and balanced curriculum.	D
Evaluate the provision for ensuring that pupils are prepared for life in modern Britain and are given opportunities to develop character and resilience.	D
Monitor and evaluate the range of extra-curricular opportunities available to pupils and the level of uptake by pupils across all age ranges and amongst disadvantaged pupils.	D
To ensure the relevant statutory information relating to the curriculum is published on the school website including: <ul style="list-style-type: none"> • The content of the curriculum by academic year and subject • How parents (including prospective parents) can obtain further information in relation to the curriculum. • Key Stage 1 phonics and reading schemes in operation 	D
Review & recommend term dates including non-pupil and inset days.	R
Ensure an appropriate Provider Access Policy is in place and published on the school website (applicable to schools with pupils from year 8 to year 13).	D
Ensure that statutory information relating to the careers programme is published on the school website, including: <ul style="list-style-type: none"> • The name, email address and telephone number of the school's Careers Leader • A summary of the careers programme, including details of how pupils, parents, teachers, and employers may access information about the careers programme. • How the school measures and assesses the impact of the careers programme on pupils • The date of the school's next review of the information published. (Applicable to schools with pupils from year 8 to year 13.)	D

Model Terms of Reference for the Finance Lead Governor

Policies and Documents delegated to this governor / trustee:

- Charging and Remissions Policy (Statutory)
- Governor Allowances / Expenses Policy (Statutory)
- Finance Policy (Statutory) – recommendations to be taken to the FGB for approval.
- School's Financial Value Standard (SFVS) Return (Statutory)

Duties which are delegated to this governor / trustee: (*Governance Handbook*)

Governing boards may use their powers to delegate functions and decisions to committees or individual governors. It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.

D Delegated to Lead Governor/Trustee(s) **R** Make Recommendations to Full Governing Board

The finance lead governor/trustee will undertake appropriate governor training to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	D
In consultation with the headteacher/principal <i>and business manager/ CFO/ bursar if applicable</i> and taking into consideration: <ul style="list-style-type: none"> • available resources • sustainability of commitments • the school improvement plan (or school development plan) • forecast pupil numbers. • anticipated contractual liabilities. • other relevant factors the lead governor to scrutinise the formal budget plan(s) for the financial year and make recommendations to the full governing board for its approval.	R
Maintained schools - to ensure the continued knowledge and understanding of governors in respect of the requirements of the Schools Financial Value Standard (SFVS) and ensure annual return is submitted.	D
Academy schools – to ensure trustees are meeting the right standards to achieve a good level of financial health and resource management, in line with the school resource management self-assessment tool .	
To ensure the establishment and maintenance of an up to date 3 - 5-year financial plan, ensuring that current data is used to inform the 3-year plan.	D
To monitor budgets for all funds under the board's control (including virement decisions) at least half-termly, monitor that appropriate action is being taken to maintain financial viability and report significant variances from the anticipated position to the board.	D
To establish/recommend as appropriate policies (to include recommended levels of delegation) to the Governing Board. This will include a: <ul style="list-style-type: none"> • Finance Policy, including appropriate levels of financial delegation. • Charging and Remissions Policy • Governor Allowances / Expenses Policy 	R D D

To ensure the continued knowledge and understanding of governors in respect of the Schools Funding Consultation held in the Autumn term and to provide an agreed response to the consultation.	D
To monitor expenditure of any voluntary funds kept on behalf of the governing board and ensure the annual audit of these funds.	D
To make recommendations in respect of service level agreements and service contracts	R
To consider and approve non routine expenditure (not provided within the School Improvement Plan) in accordance with the Finance Policy including recommendations from other committees.	D
To monitor statistics, performance indicators and key ratios and other non-financial data affecting budgets, directing action as appropriate.	D
To receive audit reports and refer key issues to the governing board. Direct the response to such reports and ensure such reports are appropriately acted upon.	D
To undertake financial benchmarking, alert the governing board to any best value implications and make recommendations to the full governing board for best practice. https://schools-financial-benchmarking.service.gov.uk/	D
To monitor the proper allocation of pupil premium, sports funding, CiC funding, Year 7 Catch Up allocation (<i>as appropriate</i>) and report to the full governing board.	D
To ensure an appropriate Risk Register is maintained. Review and monitor the register to ensure the board is made aware of the potential financial impact of identified risks	D
To monitor school purchasing to ensure that conflicts of interests are identified and in academy schools that any related party transactions are appropriately managed and reported to / authorised by the ESFA as required (could be Audit Committee)	D
To review pupil numbers and implications on the budget, including the number of pupils eligible for Free School Meals	D
To identify levels of surplus (deficit) balances at end of financial year, recommend plans for use (recovery)	R
To approve / recommend the writing off irrecoverable debts, up to delegated limit, and the disposal of surplus and damaged equipment	R
To review procurement strategies and efficiency savings programme	R
To liaise with the Premises Lead Governor and the SLT to review the School Emergency Management Plan / Business Continuity Plan (financial aspects)	R
To ensure that an appropriate register of business interests is maintained by the clerk for everyone involved in governance and the school has a similar record for those involved in the finances of the school at a senior level. Ensure that a summary of relevant business interests is published on the school website to meet statutory obligations. In academy schools ensure that an appropriate Persons of Significant Control (PSC) register is created and maintained.	D
To monitor that appropriate levels of insurance are in place.	D
In academy schools ensure that the letters from the accounting officer of the Education and Skills Funding Agency (ESFA) are considered and brought to the attention of the board.	R

Model Terms of Reference for the Behaviour and Attendance Governor

Policies and Documents delegated to this governor / trustee:

Attendance Policy

Behaviour Policy

Duties which are delegated to this governor/trustee: (*Governance Handbook*)

Governing boards may use their powers to delegate functions and decisions to committees or individual governors. It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.

D Delegated to Lead Governor/Trustee **R** Make Recommendations to Full Governing Board

The behaviour and attendance governor/trustee will undertake appropriate governor training to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	D
Ensure that the school has a clear, written school attendance policy in place, which is published on the school website. The policy should meet the minimum standards expected in the DfE guidance ‘Working together to improve school attendance’	D
Ensure that the school has a clear, written school behaviour policy, based on the behaviour principles established by the governing board. The policy should meet the minimum standards expected in the DfE statutory guidance ‘Behaviour and discipline in schools: guidance for governing bodies’	D
Work with the school to regularly (half-termly) monitor patterns of attendance and report to the board.	R
Monitor attendance data relating to vulnerable pupils to highlight any differences when compared to the rest of the school population.	D
Where attendance patterns give cause for concern seek clarity on what steps the school is taking to improve attendance and support pupils (and their families). Does the support address the root causes of their low or non-attendance? Report to the board.	R
Be aware of any potential safeguarding implications for pupils who are not in school and seek assurance on what the setting is doing to safeguard pupils.	
Act as a champion for pupil groups most at risk of persistent or severe absence and/or truancy. Challenge and support the setting to improve attendance at an individual and group level.	D
Challenge how effective the current systems of communication with parents are around attendance? What evidence does the school have? Could these be improved or strengthened?	R
Monitor standards of behaviour and behaviour data to identify any pupil groups / year groups where behaviour is causing concern. Report to the board.	R
Monitor the number of suspensions and permanent exclusions and the reasons they were made. Consider if any pupil group is more at risk of suspension or exclusion and challenge what the setting is doing to improve opportunities for these pupils and reduce exclusions. Report to the board.	R
What evidence is there to demonstrate a whole-school culture in which behaviour routines are implemented positively, consistently, and with transparency? What evidence is there that sanctions and rewards are consistently applied and result in positive outcomes? Seek evidence of the support and training which is in place to ensure staff can effectively implement the behaviour policy.	D

Monitor how the school links and embeds behaviour expectations within Personal, Social, Health and Economic education (PSHE) and/or Social and Emotional Learning (SEL)	D
Monitor staff training on classroom management techniques. How are Early Career Teachers (ECT) supported? Do staff inset sessions focus on behaviour management? Monitor responses to staff surveys relating to the support they receive from the senior leadership team (SLT). Report to the board.	D
Monitor and challenge how the behaviour policy is adapted to meet the needs of all pupils, including those with special educational needs and disabilities (SEND) and those with challenging behaviours. Are approaches tailored to individual need?	D
Monitor how the school engages with outside agencies to support attendance and behaviour. What impact is this having?	D
Is the Special Educational Needs and Disabilities Co-ordinator (SENDCo) part of the SLT? Do they have sufficient non-teaching time to effectively deliver their role? Are they appropriately trained and qualified?	R

The behaviour and attendance lead governor or trustee may wish to use the [attendance Q-card](#) and [behaviour Q-card](#) to support their role.