

Local Governing Board Roles and Responsibilities

Terms of Reference

Achievements & Standards

Purpose

The purpose of the Academy Achievement Governor is to lead the Local Governing Board in holding the Principal and SLT to account for the educational performance of the academy and its pupils and to support the staff in raising standards of teaching for learning and thus attainment and achievement of pupils.

Terms of reference for the Achievement Governor Role

- Monitor and review pupil progress and attainment across subjects, year groups and by groups such as disadvantaged pupils etc.
 - Review and take account of externally published pupil performance data (e.g., Academy Dashboard/Ofsted's academy performance dashboard, etc.) in order to consider the academy's performance in relation to all academies and similar academies nationally and locally.
 - Ensure Local Governing Boards engage with the CEO and the Director of School Standards and considers the findings of all QA reports.
 - Ensure that any statutory and non-statutory targets for pupil performance are agreed, reported and published appropriately.
 - Be appraised of the Quality of Teaching including the use of and contribution made by teaching assistants.
 - Be informed of any monitoring and review of Trust teaching and learning related policies in line with an agreed policy review timetable.
 - Assure themselves of the rigour of assessment throughout the academy.
 - Monitor and evaluate appropriate aspects of the Academy Development Plan (SIP)/OFSTED Improvement Plan and, where necessary, report to the Governing Body on progress, together with any recommendations.
 - Contribute to and monitor appropriate aspects of the academy's self-evaluation, ensuring that the Local Governing Board has a good understanding of the academy's strengths and weaknesses.
 - Where academic links exist, co-ordinate the work and reporting structure.
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Stakeholders

Purpose

The purpose of the Academy Governor for Stakeholders is to hold the Headteacher and SLT to account in ensuring pupils in Keystone academies are upholding the principle of ‘valuing people’ through their work, structures and communications. ‘Stakeholders’ are defined as all those whom the work of the academy can benefit or affects. It includes pupils, parents and carers, academy staff, outside agencies, local and system partners, business and members of the community.

Keystone academies should be a source of pride to their communities, and so the academy council Stakeholder Governor is responsible for ensuring that effective measures are being taken by leaders to engage and communicate effectively. They should also work to ensure that leaders are harnessing the opportunities that the experience and expertise of all stakeholders can bring to the benefit of the academy.

The role that external stakeholders and the community play in the decision making and organisation of the Academy are also important to ensuring that each Academy can ‘celebrate its uniqueness’. A focus on parental perception and the academy’s reputation in the community, through publications, social media and commercial links will therefore also be a part of the Academy Governor for Stakeholder’s work to review and monitor.

The Local Governor for Stakeholders plays an important role in ensuring oversight and scrutiny of procedure and practice in this area on behalf of the full Local Governing Board.

Terms of reference for the Stakeholder Governor Role

- Monitor and review academy data and surveys related to parental or community views/perceptions. Ensure that the school carries out annual parental surveys.
 - Monitor any parental complaints.
 - Monitor and review academy data on attendance to parents’ evenings, open evenings and parent forums.
 - Monitor and review the effectiveness and impact of the academy’s communication through print, online and social media.
 - Monitor and review the extent to which the vision and values of the academy and the trust are being effectively communicated within and without the academy community.
 - Ensure that the views of staff are being heard and acted upon by academy leaders, and that workload and wellbeing is considered by school leaders and governors.
 - Monitor and review the effectiveness of arrangements for transition between different phases, including the provision of high-quality open evenings, taster sessions.
 - Monitor and review the academy’s work and engagement with local businesses, charities and organisations to enhance and extend the boundaries of learning.
 - Ensure that the academy is meeting its statutory obligations regarding fair admissions procedures.
 - Ensure that the academy is maintaining an effective and helpful website, including ensuring compliance with statutory elements for inclusion.
 - Monitor and review the academy’s work to attract and recruit the best staff, including the monitoring of advertising, marketing materials and the interview/induction of new staff.
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Personnel & Safeguarding

Purpose

The purpose of the Personnel and Safeguarding Governor is to hold the Senior leaders to account for the application of Trust policies and make recommendations related to personnel and monitor the academy's safeguarding procedures. This Governor will also need an in-depth knowledge of the Prevent strategy, the Keeping Children Safe in Education document and the Working Together to Safeguard Children.

Terms of reference for the Personnel and Safeguarding Governor Role

- Be aware of and keep under review the staffing structure, including recruitment, restructures and reductions.
 - Ensure that he/she has undertaken relevant safer recruitment training to support and be involved in the recruitment process, particularly for promoted posts.
 - Be aware of the Trust policies, involved or consulted, as appropriate, in the procedures for dealing with appraisal (teacher and support staff), discipline, grievances, capability, whistleblowing, quality of teaching and sickness absence and make comments and recommendations in these areas to support the academy's development.
 - Support the senior leaders in keeping under review staff work/life balance, working conditions and well-being.
 - The Governor shall keep information confidential and shall not use or disclose such confidential information in whole or in part to any third party, either during or after their term of office, except as expressly permitted.
 - To provide regular feedback to the Local Governing Board on staffing, appraisal, personnel, quality assurance and employee relations matters.
 - To undergo regular safeguarding training.
 - To monitor the academy's safeguarding procedures to ensure that children that need support are identified early and a range of appropriate agencies engaged.
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Pupil Premium (PP) & Special Educational Needs & Disabilities (SEND)

Purpose

Ensuring the ongoing achievement and success of Learners with SEND and those who are vulnerable is a collective responsibility of the Local Governing Board, although this comes under the responsibility of a specific Local Academy Governor for pupils who have SEND and those who are identified to be vulnerable. This is an important and valued role playing a large part in improving these Learners' lives. This Local Governor will support and challenge the school to ensure that no Learner is treated less favourably, denied opportunity or left behind because they have additional needs.

The role of the SEND/PP Local Academy Governor is a strategic one and does not involve meetings with individual parents or discussions over individual pupils. However, there will be times when the Local Academy Governor has access to sensitive information about particular pupils. It is therefore essential that the SEND/PP Academy Governor respects the confidentiality of such information. The SEND/PP Academy Governor and all Local Governing Board members should read the information in section 6.4.11 Children with special educational needs and disabilities (SEND).

The SEND/PP Local Academy Governor should be familiar with 'The Special Educational Needs Code of Practice' 2015 and in particular, chapter six. The CoP 2015 can be found using the following link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The Local Academy Governor for SEND/PP plays an important role in ensuring oversight and scrutiny of procedure and practice in this area, on behalf of the full Local Governing Board including:

- To check that the school is complying with its legal responsibilities,
- To hold discussions with the Special Educational Needs Co-ordinator (SENCo),
- To report on the steps being taken to ensure statutory compliance,
- To challenge Leaders to ensure that SEND and Pupil Premium remains high on the school's agenda.

The SEND/PP Governor should continue to review SEND and Pupil Premium provision including staffing and other resourcing and its' impact. It is also important that this Governor understands how the SEND notional budget is used and what impact it has on the progress and attainment of learners. In order to ensure these reviews are conducted in a robust and critical way, the academy Governor should consider their expertise in the area of SEND/PP and, if required, seek external advice during these meetings. It is important that the Governor has assurance and oversight of the academy's SEN Information Report and SEND Policy in order to ensure that it is up to date on an annual basis.

The SEND/PP Academy Governor must ensure that the school is fulfilling its statutory duties to children with SEND and Pupil Premium. They should undertake required training, including school-specific induction with the SENCo and ensure that staff do the same.

Terms of reference for the Special Educational Needs & Pupil Premium Learners Governor Role

- Monitor and review the academy's vision, ethos and strategic direction for SEND Learners to ensure a clearly articulated vision through the SEND Policy and SEN Information Report.
 - Monitor and review the academy SEF to ensure that SEND/PP is mentioned on the school improvement plan and reflected in the self-evaluation.
 - Regularly check the academy's website to ensure that it is statutorily compliant with regards to SEND related policies.
 - Ensure the school is meeting its statutory duty to report on Pupil Premium spending and impact and publishes this on its website.
 - Monitor that the academy has a SENCo in place and if they sit on the senior leadership team. Are they given enough time to fulfil the role effectively? What other responsibilities do they hold?
 - Meet the SENCo and Pupil Premium Lead on a termly basis (3 times a year).
 - Monitor and review the number/percentage of pupils with SEND and how it compares to national and local data.
 - Monitor and review how the academy identifies pupils with SEND and what the process is once they are identified.
 - Monitor how teaching and learning is differentiated and adapted to meet the needs of SEND Learners.
 - Monitor and review what data is recorded and used to review the progress of SEND and PP Learners, and how this information informs provision mapping.
 - Monitor and review pupil data to identify to what extent SEND/PP Learners' progress is in line with their non-SEND/PP peers. Are SEND/PP Learners making progress?
 - Monitor and review how staff are involved in supporting SEND Learners and the linked CPD.
 - Monitor and review the quality of communication with parents on the needs of their children and how their needs are being met.
 - Monitor and review the academy's finance, ensuring that it is being used appropriately e.g. SEND notional funding, top up funding and targeted funding. Do you know how much the school receives for its SEND Learners? Are you satisfied that this money is spent appropriately?
 - Monitor and review how much the school receives to support Pupil Premium Learners through the Pupil Premium Grant Funding and how this is allocated.
 - Monitor the impact of the Pupil Premium Grant funding.
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Curriculum & Pupil Experience

Purpose

The purpose of the Local Governor for Curriculum and pupil experience is to hold the Headteacher and Senior Leadership Team (SLT) to account in ensuring pupils in the academy have a wide range of quality choices and experiences in which to extend their boundaries of learning both within and after the normal academy day; they are given a high quality Education, through a well- designed curriculum that is ambitious for all pupils particularly those with SEN and those who are disadvantaged.

The academy should promote and celebrate ‘British Values’, diverse cultures and the nine protected characteristics of the equality act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation), all of which promote tolerance and acceptance. Information, including that which is statutory e.g. RSHE consultation with parents, demonstrates a positive attitude to learning which ensures their own and others’ progress and attainment. The Local Governor for Curriculum and pupil should ensure that the academy curriculum is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils well for the opportunities, responsibilities and experiences of later life in modern Britain.

Terms of reference for the Curriculum and Pupil Experience Role

- Monitor and review pupil’s attitudes to learning.
 - Monitor and evaluate the behaviour records, exclusion, and other documents held by the Academy which give an indication of pupils’ attitudes to learning.
 - Monitor and evaluate pupil experiences.
 - Monitor and evaluate the attendance records of pupils and the Academy’s actions to improve attendance.
 - Monitor the effectiveness of actions to prevent bullying and radicalisation in the Academy.
 - Ensure the promotion of ‘British Values’, multi faiths and the nine Protected Characteristics in the Academy.
 - Ensure a full range of high-quality provision and opportunities to promote and encourage extending the boundaries of learning for all groups of learners
 - Ensure the curriculum has a clear intent that is understood by all teaching staff and is being well implemented. Pupils can confidently recall knowledge from the taught curriculum.
 - Ensure that local context is included within curriculum.
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Premises & IT

Purpose

The Premises Governor will work closely with the site manager/caretaker and senior leaders to be the person who works at the local level in understanding and being responsible for providing information and guidance to the Local Governing Board on: major works, and any bids being made for capital development works, consulted on maintenance priorities, aware of academy Health and Safety issues and procedures with access to the School Health and Safety meetings.

Terms of reference for the Premises Governor Role

- Identify and report to the Local Governing Board and the Trustees on priorities, including Health and Safety, for the maintenance and development of the school's premises.
 - Be aware of the arrangements for repairs and maintenance and contribute to recommendations on premises-related expenditure.
 - Understand the arrangements, including Health and Safety, for the use of school premises by outside users.
 - Keep under review a Building Development and Accessibility Plan
 - Ensure that the procedures for the implementation of the Trust Health & Safety policy for the academy are in place and updated as necessary.
 - Ensure arrangements are in place for site security and safety.
 - Link with the Safeguarding Governor to ensure appropriate arrangements are in place to safeguard children who take part in or are affected by the provision of extended services and other school activities that take part outside normal school hours, and the site is secure.
 - Keep under review the IT refresh and development plan.
 - The Governor shall keep information confidential as indicated by the Trust or Trust/ academy leaders and shall not use or disclose such confidential information in whole or in part to any third party, either during or after their term of office, except as expressly permitted.
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