



'Learn, Endeavour, Aspire, Respect, Nurture'

**GOVERNOR
HANDBOOK
2015-2016**

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WELCOME

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I would like to offer you a warm welcome to the Board of Oxspring Primary School and provide you with some information which you may find useful.

As a Board we have many responsibilities as well as facing challenges particularly when new initiatives and strategies are introduced, but don't worry, your fellow Governors, the Head Teacher and Staff, as well as officers from the Local Authority are all on hand to help you. All Governors are encouraged to take an active part in the life and governance of the school as well as being given the opportunity to use and develop their own skills to help the children gain as much benefit as they possibly can from their time at Oxspring Primary School.

I hope you will find being a Governor a pleasurable and rewarding experience, and look forward to working with you in the very near future.

As well as the information included in this booklet, you will also receive a number of useful documents including the school prospectus, a copy of the Instrument of Governance and the DfE Governors' Handbook – see the link below:

(<https://www.gov.uk/government/publications/governors-handbook--3>) .

Should you require any further information or have any questions, please do not hesitate to contact me at school.

Yours faithfully

Mrs Pam Heggie
Chair of the Governing Board

SCHOOL AIMS

Our school motto –

'Learn, Endeavour, Aspire, Respect, Nurture'

Oxspring School Aims

We are committed to achieving excellent standards of academic achievement for our pupils. In addition, we aim to develop kind, responsible and independent children.

At Oxspring Primary School we aim to:

- **To promote high standards of achievement for all learners, in all subjects**
- **To develop and instill key life skills and values in our pupils.**
- **To encourage positive relationships and communications between home, our community and the wider world.**

Mission for the school

We will accomplish this by;

- creating a happy, caring, safe, fair and courteous atmosphere where everyone is valued and can grow in confidence
- recognising and promoting high standards, effort and attainment through innovative teaching and an investigative approach to learning
- providing a carefully planned, well resourced, stimulating learning environment, in which computing is thoroughly embedded, that reflects the needs and interests of all our children
- valuing and appreciating everyone as learners in our school community; children, parents, staff and governors by nurturing a desire to succeed and a sense of pride in their learning
- celebrating, valuing and respecting the diversity of races, religions and cultures represented in our school, our community and our nation.
- helping children to appreciate the benefits of healthy living and physical and mental fitness
- providing equal opportunities for everyone to access learning and to achieve according to their needs, abilities and disabilities
- working closely with parents and carers as partners in learning

- continually reviewing and improving the service we offer to all

BOARD

Governors	Type	Staffing, Standards & Curriculum	Finance & Premises	SAM	Pupil Discipline	Staff Dismissal	Appointed Governors
		Quorum 3 of the members	Quorum 3 of the members	Quorum of 3 of the members	Quorum of 3 of the members	Quorum 3 of the members	HT performance management
		7Governors Chair and Vice Chair to be elected by each Committee	7Governors Chair and Vice Chair to be elected by each Committee		3 Governors excluding the Head Teacher	To be drawn from the membership of the Board	
Mrs Pam Heggie – Chair	Co-opt	✓	✓	✓	✓		✓
Mrs Visseh Pejhan-Sykes Vice Chair	Parent	✓	✓	✓	✓		✓
Mrs Helen Sparks	Parent	✓					
Mrs Paula Ducker	Parent		✓				
Mr Colin Gratton-Rayson	Parent	✓					
Mr John Wade	LA		✓				
Mr Chris Taylor	Co-opt	✓					
Mr Alan Laslett	Co-opt		✓	✓	✓		
Mr David Banford	Co-opt		✓				
Ms Michelle Jowett	Co-opt	✓					
Vacancy	Co-opt						
Mr Paul West	Staff						
Mrs Sharon Irwin	HT	✓	✓	✓			

ROLES OF THE BOARD

CONSTITUTION AND TERMS OF REFERENCE

ROLES OF THE BOARD:

The Full Board meets at least once a term on dates planned in the Summer Term for the forthcoming academic year. At each regular termly meeting, the Governors receive the Head Teacher's report and the minutes of any Governors' Committee meetings. The draft agenda for Board meetings is drawn up by the Local Authority and the Chair of Governors, in consultation with the Head Teacher, who will amend it as appropriate.

The Chair meets regularly with the Head Teacher in order to provide challenge and support as well as keeping themselves informed of the wide range of issues affecting the school. Notes are kept of these meetings.

The Board has established three main committees– Finance and Premises; Staffing, Standards and Curriculum; and the Strategic Assessment and Monitoring Group (SAM). Their membership will be determined annually, or more often as appropriate; e.g. following a change in governor representation; with the general principle that all Governors will be a member of at least one of the first two committees; and that there will so far as possible be equal numbers of each category of governor on each of those committees. The Chair and Head will be members of all three committees. Where possible, the decision as to which Committee a Governor should serve on will be determined by their particular skills and previous experience.

The Board will establish as appropriate, a committee to consider an appeal from a parent/other adult having been being barred from the school premises by the Head Teacher.

Complaints will be dealt with in line with the school's complaints policy.

The Board will identify link Governors for identified areas including;

- Safeguarding
- Inclusion and SEND
- Data Analysis/Pupil Premium
- Health and Safety
- Sex and Relationship Education
- Personal, Social, and Economic Education
- British Values

The Roles of the Board should be read in conjunction with the Scheme of Delegation, which provides further detail on committee and individual's financial responsibilities.

This list provides brief details of the categories of school governors:

Parent Governors– (all state schools)

Any parents, or carer, of a registered pupil at the school at the time of election is eligible to stand for election for parent governor. Parent governors may continue to hold office until the end of their term of office even if their child leaves the school. Governing bodies may only appoint as a parent governor a parent who has, in their opinion, the skills to contribute to effective governance and the success of the school. A parent governor is a representative and not a delegate of parents; neither is their role to promote the interests of their own children but all children.

Staff Governors– (all state schools)

Teaching and support staff who, at the time of the election, are employed by either the governing body or the local authority to work at the school under a contract of employment, are eligible to be staff governors. Staff governors are elected by school staff. They cease to hold office when they cease to work at the school. Their role will not be to represent staff, nor to stand alongside the Head Teacher in being held to account by the governing body, but to operate as part of the governing body to provide strategic leadership and to hold the head teacher to account.

LA Governor - (all state schools) –

Local authority governors are nominated by the local authority but appointed by the governing body. The local authority can nominate any eligible person as a local authority governor, but it is for the governing body to decide whether their nominee has the skills to contribute to the effective governance and success of the school and meets any other eligibility criteria they have set. An individual eligible to be a staff governor at the school may not be appointed as a local authority governor.

Co-opted Governors

Co-opted governors are appointed by the governing body. They are people who in the opinion of the governing body have the skills required to contribute to the effective governance and success of the school.

Associate members

Associate members are appointed by the governing body to serve on one or more governing body committee. They may also attend full governing body meetings. They are not governors and therefore do not have a vote in governing board decisions, but may be given a vote on decisions made by committees to which they are appointed. Associate members should be appointed because of the specific expertise and experience they can contribute to the effective governance and success of the school. The governing board may appoint a pupil, school staff member or any other person so they can contribute their specific expertise and help address gaps identified in the skills of governing board members.

The Committees

FINANCE AND PREMISES COMMITTEE:

1. Membership

The membership of the Committee will be a minimum of four Governors, as determined annually by the Board. The Business Manager will be invited to attend the meeting. The meeting will be minuted by a clerk.

2. Quorum

The quorum shall be three Governors.

3. Meetings

Meetings will be held prior to each termly Standard Agenda. Other meetings may be held as agreed by the Chair of the Committee.

4. Function

The Committee will have full powers of delegation with respect to the following financial matters:

1. To draft and approve the school budget in time to meet the Local Authority's budget deadlines.
2. To draft and approve the school's Financial Management Policy.
3. To vire funds between different budget heads.
4. To agree the extent of delegation of responsibilities in the management of the School Budget and other voluntary funds.
5. To approve expenditure beyond the powers delegated to the Head Teacher.
6. To ensure that costing in the School Improvement Plan can be met from the school budget.
7. To monitor the budgets, receive regular reports from the Head Teacher and Business Manager, and approve action when the actual shows variance from the agreed plan.
8. To receive the Auditors' Report on the school budget and School Fund, and to support action detailed within.
9. To ensure the school meets the requirements of the Schools' Financial Value Statement.
10. To monitor the conditions of the buildings and grounds and plan to maintain them to provide a suitable, healthy and safe environment.
11. To approve the programme for refurbishment.
12. To identify specifications required for premises maintenance, cleaning, etc for tendering to external agencies/brokerage.

5. Reporting

The minutes shall be presented to the next termly Board meeting.

6. Review

The terms of reference of the Committee shall be reviewed annually by the Board in the Autumn Term.

STAFFING, STANDARDS AND CURRICULUM COMMITTEE

1. Membership

The membership of the Committee will be a minimum of four Governors, as determined annually by the Board. The meeting will be minuted by a clerk.

2. Quorum

The quorum shall be three Governors.

3. Meetings

Meetings will be held as and when required but at least termly.

4. Function

1. To discuss all issues relating to the curriculum and approve the curriculum plan for the forthcoming academic year in the light of option requirements and national curriculum needs.
2. To ensure the school meets the statutory requirements in relation to the EYFS, the National Curriculum and other curriculum issues such as sex education.
3. To review the school's curriculum statement in relation to the Authority's published curriculum policy.
4. To identify methods that could be used to enhance the culture of learning within the school and its community, monitoring work to raise pupils' level of attainment and appropriate sections of the school's improvement plan.
5. To hear any eligible complaints relating to the school's curriculum under S409 of the Education Act 1996 in accordance with the Local Authority's agreed arrangements.
6. To ensure staffing levels meet the curriculum requirements.
7. To oversee all aspects of the appointment to posts on the Leadership Scale, and Senior Support Staff.
8. To monitor the welfare of staff and welfare provision for pupils.
9. To plan towards harmonious links between pupils, staff, the local neighbourhood, other schools and business and consider strategies that will enhance the standing of the school within its local community
10. To monitor the staff development programme in relation to curriculum establishment and personal needs, within the particular context of Performance Management.

5. Reporting

The minutes shall be presented to the next termly Board meeting.

6. Review

The terms of reference of the Committee shall be reviewed annually by the Board in the Autumn Term.

PUPIL DISCIPLINE COMMITTEE

1. Membership

The membership of the Committee will be drawn from all Governors, which will not include the Head Teacher. The meeting will be minuted by a clerk.

2. Quorum

The quorum shall be three Governors. Each planned meeting must have an odd number of Governors present.

3. Meetings

Will be held as required and often enough to meet its remit.

4. Function

The Committee shall meet to consider the Head Teacher's decision to exclude pupils from the school for a period exceeding a total of fifteen days in any one academic year. In the case of a permanent exclusion, the parents may make personal representations to the Committee. The decision of the Committee will be conveyed to the parents by the Authority representative on the panel. If parents appeal against the decision made by the Committee, their appeal will be heard by an independent panel.

The Committee may also meet on an informal basis to discuss, with parents and pupils, strategies for ensuring the school's Behaviour Policy is adhered to at all times.

5. Reporting

The minutes shall be presented to the next termly Board meeting.

6. Review

The terms of reference of the Committee shall be reviewed annually by the Board in the Autumn Term.

STAFF DISMISSALS COMMITTEE

1. Membership

The membership of the Committee will be a minimum of 4 Governors, which will not include the Staff Governors or Head Teacher. The meeting will be minuted by a clerk.

2. Quorum

The quorum shall be three Governors. Each planned meeting must have an odd number of Governors present.

3. Meetings

Hearings will be held as required and often enough to meet its remit.

4. Function

The Committee shall meet to consider the Head Teacher's decision to put to the panel any concerns that have arisen from staff grievance, confidence, competency or conduct procedures. The committee will be called according to the agreed Staffing Regulations Guidance that has been agreed by the Full Board. The committee has the remit to consider possible dismissal of staff. The decision of the Committee will be conveyed to the staff by the Human Resources representative on the panel. If staff appeal against

the decision made by the Committee, their appeal will be heard by a Staff Appeals Committee which will be drawn from the full Board.

5. Reporting

A summary shall be presented to the next termly Board meeting.

6. Review

The terms of reference of the Committee shall be reviewed annually by the Board in the Autumn Term.

TERMS OF REFERENCE

FINANCE AND PREMISES COMMITTEE

CONSTITUTION

1. The committee shall consist of Governors appointed by the Board.
2. The Chairperson and Vice Chairperson shall be elected by the Committee.
3. A quorum shall consist of 3 members of the Committee.
4. The Board shall appoint the Clerk to the Committee. If the Clerk fails to attend, the Governors may appoint one of their number to act as Clerk for the meeting with the exception of the Head Teacher.

The Clerk will ensure:-

- A minimum of 7 clear days' notice of a meeting is given in writing to each committee member along with the agenda.
 - The minutes and decisions of the committee are recorded and made available for inclusion in the agenda papers of the next committee meeting and the Board meeting.
5. The Committee shall meet at least once every term or more frequently by resolution of the Committee or Board. The Chairperson or Vice Chairperson of the Committee shall have the power to call additional meetings as necessary.
 6. The Committee is authorised to make decisions on behalf of the Board.

TERMS OF REFERENCE: FINANCE

1. To receive the annual school budget with the Head Teacher's recommendations for funding allocations under each heading. To consider, accept and approve the budget prior to 1st May each year.
2. Consider priorities and determine expenditure within budget headings in line with the School Improvement Plan.
3. Monitor the school budget, the actual income and expenditure against each budget heading and projected out-turn position for the year.
4. Monitor the income and expenditure of the Out of School Club
5. Receive financial monitoring reports on budget headings and investigate any discrepancy between proposed and actual expenditure, consider and take the appropriate action.
6. Authorise the Head Teacher to:
 - vire money between budget headings – up to £10,000 – without reference to the Committee or the Board.
 - spend within budget headings as projected and agreed by the Committee. The maximum amount of spending on any item to be £10,000.

- be responsible for tendering arrangements in line with finance regulations
 - manage the school procurement cards
7. Vire money between budget headings – over £10,000
 8. Authorise expenditure on large value items.
 9. Authorise tendering arrangements in line with LA Finance Regulations policy.
 10. (a) Authorise the Head Teacher to refer any urgent matter for decision within any budget heading to the Chairperson and/or Vice-Chairperson of the Committee.
(b) Urgent matters to be reported to the next meeting of the Committee.
 11. Following submission of the budget for the year by 1st May, prepare and submit to the LEA by the 31st May each year, a statement of the school's estimated final balances together with plans to utilise surpluses or repay deficits.
 12. Review reports by Internal Audit as to the effectiveness of the financial procedures and controls within the school.
 13. Review the school's policy on charging and remissions (for pupils/parents/guardians) annually.
 14. To review the school's policy on lettings of school buildings and charging rates annually.
(a) Consider and approve lettings and charging rates for the use of school premises.
(b) Consider, promote and monitor other revenue-raising activities.
 15. Contribute to the School Improvement Plan.
 16. Contribute to the updating of the Self Evaluation Form

TERMS OF REFERENCE: PREMISES

1. Inspect and report on the fabric of the building, at least annually to the Board.
2. Allocate a sum of money to the Head Teacher for day to day repairs. Receive reports on this expenditure and monitor the progress and quality of the work.
3. Prepare reports on major work which will need special provision by the Board or LA.
4. Review reports from other committees and working parties of the Board and prioritise expenditure plans in line with Board policies and the School Improvement Plan.
5. Contribute to the School Improvement Plan.

APPROVED SCHEME OF DELEGATION

FULL BOARD:

- Can approve any item up to any value within Approved budget.

- Enter contracts over £20,000 and up to £25,000 with 3 quotes.
- Enter contracts over £25,000 and up to £75,000 subject to 4 tenders and a notice in the Official Journal of the European Community – opening by Chair of Finance & Premises Committee, together with 2 other Governors.
- May vire freely between budget heads within its delegated budget share.
- Receive quarterly or termly report on finances.

FINANCE & PREMISES COMMITTEE

- Can approve any item up to any value within Approved budget
- Enter contracts over £10,000 and up to £25,000 with 3 quotes
- Enter contracts over £10,000 and up to £75,000 subject to 4 tenders and a notice in the Official Journal of the European Community – opening by Chair of Finance & Premises Committee, together with 2 other Governors
- May vire freely between budget heads within its delegated budget share
- Receive quarterly or termly report on finances
- Responsible for approving budget
- Establish appropriate budget headings within CFR Format
- Determine charges for lettings
- Write off bad debts up to £500
- Responsible for inventories and the write off of inventory items

HEAD TEACHER/AUTHORISED SIGNATORIES:

- May subdivide budget on a department or other basis to help day to day administration
- Permit authorisation of orders up to £15,000
- May vire between budget headings up to £10,000
- Enter contracts from £2,500 - £10,000 without tendering with three written quotes
- Sign all orders/invoices or cheques
- Write off bad debts up to £500
- Report any gifts or hospitality to the Board
- Ensure adequate arrangements for security and control of stores and Equipment
- Manage the school procurement card.

BUSINESS MANAGER

- Permit authorisation of orders up to £1,000
- Monitoring and control of school budget and school funds
- Authorisation of Month End/Year End Returns
- Provision of Reports to Governors/Head Teacher/SLT, as required
- Responsible for integrity of manual and computerised accounting systems and procedures within the school, ensuring an adequate separation of duties exists
- Ensuring compliance with Standing Orders and Financial Regulations
- Responsible for proper administration of school funds and ensuring an independent annual audit is undertaken and presented to Governors
- Recording of virements
- Maintaining financial records, providing an adequate audit trail

STAFFING, STANDARDS AND CURRICULUM COMMITTEE

CONSTITUTION

1. The committee shall consist of Governors appointed by the Board.
2. The Chairperson and Vice Chairperson shall be elected by the Committee.
3. A quorum shall consist of 3 members of the Committee.
4. The Board shall appoint the Clerk to the Committee. If the Clerk fails to attend, the Governors may appoint one of their number to act as Clerk for the meeting with the exception of the Head Teacher.
The Clerk will ensure:-
 - A minimum of 7 clear days' notice of a meeting is given in writing to each committee member along with the agenda.
 - The minutes and decisions of the committee are recorded and made available for inclusion in the agenda papers of the next committee meeting and the Board meeting.
5. The Committee shall meet at least once every term or more frequently by resolution of the Committee or Board. The Chairperson or Vice Chairperson of the committee shall have the power to call additional meetings as necessary.
6. The Committee is authorised to make decisions on behalf of the Board.

TERMS OF REFERENCE: STANDARDS AND CURRICULUM

The Committee will carry out the following areas of responsibility:-

1. Teaching and Learning
 - Maintain an overview of the quality and range of the teaching and learning in school.
 - Identify and build on the range of curriculum expertise amongst staff.
 - Have a clear understanding of staff development priorities and their impact on teaching and learning.
 - Maintain an overview of standards of attainment and achievement across the school.
2. Oversight of the Curriculum
 - Commission and receive regular updates on the review and development of the Curriculum.
3. The Implementation of National Initiatives
 - Commission and receive reports on the implementation of National Initiatives.
4. Provision for pupils with SEND and the Gifted and Talented
 - Receive regular reports on the progress of all pupils on the SEND register.

- Ensure that policy and practice in the school meet statutory requirements for pupils with SEND.
 - Receive regular reports on the progress of Gifted and Talented pupils.
5. Contribute to the School Improvement Plan.

TERMS OF REFERENCE; STAFFING

1. To review, approve and amend the staffing complement of the school and make recommendations to the Finance and Premises Committee.
2. To review the Board's arrangements for the recruitment, selection and dismissal of staff, as determined under the Staffing Regulations and make recommendations to the Board.
3. Have oversight of the relevant personnel procedures as laid down by the Board – ill health, capability, grievance, disciplinary.
4. To implement the Board's Pay and Conditions Policy.
5. (a) To review and determine the Head Teacher's salary annually taking into account the results of Performance Management Review, and notify the Head Teacher in writing.

(b) To review and determine teachers' salaries annually taking into account the results of Performance Management Reviews, and notify the teachers in writing.

(c) To review and monitor Performance Management arrangements for support staff if applicable.
6. To monitor and evaluate the impact of INSET activities.
7. To prepare relevant reports for the Board, including input into the School Improvement Plan.
8. Contribute to the review of the Self Evaluation Form as required.

Note Appointment of Head Teacher and Deputy Head Teacher

The process for the recruitment, selection and appointment of a Head Teacher and Deputy Head Teacher will be undertaken by a Selection Panel from the Board.

The Selection Panel will:-

- Determine the salary range of the appointee
- Conduct the recruitment and selection process
- Recommend an appropriate candidate to the Board for appointment

TERMS OF REFERENCE - PUPIL DISCIPLINE

The Committee will hear representations regarding the exclusion of pupils, having regard to the current statutory regulations in force.

- Relating to permanent and fixed term exclusion over more than five school days
- If an exclusion for fewer than five school days should cause the pupil to miss sitting a public examination
- To place a note of the Committee's views on the exclusion on the pupil's record with a copy of the Head Teacher's exclusion letter

Fixed Term Exclusion

RESOLVED either:	that the pupil be reinstated	If the pupil is still excluded
or:	that the pupil be not reinstated	
RESOLVED either:	the Head Teacher's decision to exclude be upheld	If the pupil has returned to school
or:	the Head Teacher's decision to exclude be not upheld	before the meeting takes place

NB If an exclusion is fewer than five days the Committee cannot direct reinstatement, but shall consider any statement from the parent and place their views on the pupil's record.

Permanent Exclusion

RESOLVED either:	that the pupil be reinstated
or:	that the pupil not be reinstated

TERMS OF REFERENCE - STAFF DISMISSAL

To hear representations that any person employed by the Local Education Authority to work at the school should cease to work there and resolve:

- the Local Authority be advised of their determination and the reasons for it
- determine a relevant disciplinary sanction or
- determine that there be no case to answer.

DISMISSAL APPEAL

To hear appeals arising from the decisions of the Staff Dismissal committee, and resolve:

- the Local Authority be advised of their determination and the reasons for it.

STRATEGIC ASSESSMENT AND MONITORING COMMITTEE

1. Membership

The membership of the Committee will be a minimum of four Governors, as determined annually by the Board. The meeting will be minuted by a clerk.

2. Quorum

The quorum shall be three Governors.

3. Meetings

Meetings will be held as and when required but at least termly.

4. Function

- To monitor and evaluate the impact of improvement strategies on outcomes for all pupils.
- To monitor the achievement and progress in particular of pupils in receipt of pupil premium, gifted and talented pupils, and those pupils identified as having special educational needs or the disabled.

5. Reporting

The minutes shall be presented to the next termly Board meeting.

6. Review

The terms of reference of the Committee shall be reviewed annually by the Board in the Autumn Term.

STRATEGIC ASSESSMENT AND MONITORING COMMITTEE

CONSTITUTION

7. The committee shall consist of Governors appointed by the Board.
8. The Chairperson and Vice Chairperson shall be elected by the Committee.
9. A quorum shall consist of 3 members of the Committee.
10. The Board shall appoint the Clerk to the Committee. If the Clerk fails to attend, the Governors may appoint one of their number to act as Clerk for the meeting with the exception of the Head Teacher.
The Clerk will ensure:-
 - A minimum of 7 clear days' notice of a meeting is given in writing to each committee member along with the agenda.
 - The minutes and decisions of the committee are recorded and made available for inclusion in the agenda papers of the next committee meeting and the Board meeting.
11. The Committee shall meet at least once every term or more frequently by resolution of the Committee or Board. The Chairperson or Vice Chairperson of the committee shall have the power to call additional meetings as necessary.
12. The Committee is authorised to make decisions on behalf of the Board.

TERMS OF REFERENCE:

The Committee will carry out the following areas of responsibility:-

- Maintain an in depth view of the quality and range of the teaching and learning in school.
- Maintain an in depth view of standards of attainment and achievement across the school.
- Commission and receive data and progress reports.
- Contribute to the School Improvement Plan.

SCHOOL FUNDING

Revenue Funding (Main Budget Allocation)

Revenue funding comes from the local authority and is known as the delegated budget. It provides funding for the day-to-day running costs of the school, for example staff salaries, energy costs, learning resources etc.

The Department for Education (DfE) will calculate the amount of funding local authorities are to receive to spend on schools, and will distribute this in the form of a ring-fenced grant known as the Dedicated Schools Grant (DSG). The DSG is delegated to individual schools on the basis of the local funding formula, which distributes the majority of funding to schools on the basis of pupil numbers.

Capital Funding (DFC)

Capital funding is made available to schools for spending on school buildings and/or furniture and equipment (including ICT equipment). The funding cannot be used to support the day-to-day running costs of the school or any routine building maintenance.

All schools receive a devolved capital allocation, which is calculated on a formulaic basis. In addition to this local authorities receive capital funding for schools, which is utilised on individual schools according to need.

Pupil Premium

The pupil premium was introduced in April 2011 and is allocated to schools to support pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The government believes that Head Teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- the reports for parents that schools have to publish online.

The Board and the School Budget

The Board has a statutory responsibility for the financial management of the school, which includes deciding how the available funding is spent. In its strategic role, it must set the educational and financial priorities for the school and ensure the budget is managed effectively. It has a legal obligation to agree the annual budget plan, which must be submitted to the local authority.

The budget for the school should follow the priorities and objectives as set out in the School Improvement Plan. The Board may delegate the preparation of the budget to a committee, who should ensure that the Head Teacher and Business Manager are also involved in the budget setting process as appropriate. The committee may also wish to have due regard to benchmarking data available for other schools in similar situations. This may be found in school or on the DfE website.

The Board should ensure that its financial responsibilities and those of its committees, the Head Teacher and other staff are clearly defined and set down in a written policy. This allows the Board to ensure that adequate systems of financial control are in place and that it receives the information it needs to carry out its role.

Once the budget has been approved, the Board should monitor spending regularly throughout the year to ensure that it is in line with the budget. Where significant variances are identified these should be understood and any appropriate action and subsequent amendments to the budget made.

Schools are subject to both local authority auditing of the schools financial procedures and practices and possibly external audit as part of the audit of the local authority. The Board should receive the auditor's report and ensure that any recommendations are acted upon and implemented as necessary.

As part of the inspection process, OFSTED will look at how well the school makes use of its resources and how these are linked to educational priorities.

The Fair Funding Scheme for Financing Schools

The Fair Funding Scheme for Financing Schools is a statutory document under Section 48 of the Schools Standards and Framework Act 1998. This Scheme sets out the financial relationship between the Local Authority and the maintained schools, which it funds. The Scheme details the requirements relating to financial management and associated issues that must be adhered to by the Local Authority and all maintained schools. The requirements are binding on both the Authority and on schools.

TIMETABLE OF MEETINGS 2015/16

Full Board

Autumn Term Standard Agenda Monday 2nd November 2015 6.15 p.m.

Spring Term Standard Agenda Monday 29th February 2016 6.15 p.m.

Summer Term Standard Agenda Monday 20th June 2016 6.15 p.m.

Finance and Premises Committee

Monday 5th October 2015 6 p.m.

Staffing, Standards and Curriculum Committee

Monday 21st September 2015 6.30 p.m.

Monday 7th December 2015 6.30p.m. (Staffing Update)

SAM

Monday 16th November 2015 5.30pm

SOURCES OF INFORMATION

	Telephone/website
LA Governor Support	01226 770770
Advisory Centre for Education	0808 800 5793 (General Helpline)
Audit Commission	0207 828 1212 www.audit-commission.gov.uk
DfE switchboard and website	0870 001 2345 www.DfE.gov.uk
DfE Governors' website	www.governornet.co.uk
DfE Publications	0845 602 2260 0845 603 3360 (fax) DCSF@prolog.uk.com
DfE Standards Unit	www.standards.DfE.gov.uk
Information for School and College Governors (ISCG)	0207 229 0200 www.Governors.fsnet.co.uk
LA governor training programme and support services	01226 770770
National Association of School Governors (NASG)	0121 643 5787 www.nagm.org.uk
National Governors' Council (NGC)	0121 616 5104 www.ngc.org.uk
Ofsted Publications	07002 637833 www.ofsted.gov.uk
Qualifications and Curriculum Authority Publications	01787 884444 www.qca.org.uk
Teachernet (individual Governors can register, for email notification of the monthly DCSF circulation to Head Teachers and chairs)	www.teachernet.gov.uk
The Stationery Office (formerly HMSO publications)	0870 600 5522 www.tso.co.uk/bookshop
Times Educational Supplement published on Fridays	www.tes.co.uk
GovernorLine National Governors' Helpline Mon-Fri 9am-10pm; Sat & Sun (excluding bank holiday) 11am-4pm	08000 722181 www.governorline.info

BIBLIOGRAPHY AND USEFUL WEBSITES

A New Relationship with Schools: Next Steps. DCSF-1288-2005DOC-EN
www.publications.teachernet.gov.uk

A New Relationship with Schools: Improving Performance through School Self-Evaluation.
DCSF-1290-2005DOC-EN
www.publications.teachernet.gov.uk

Every Child Matters. DCSF
Every Child Matters. The Next Steps. DCSF
Every Child Matters. Change for Children in Schools. DCSF
<http://www.everychildmatters.gov.uk/>

Extended schools: Access to opportunities and services for all. A prospectus.
Ref: 1408-2005 –DOC-EN can be downloaded from: <http://publications.teachernet.gov.uk/>
Hard copies are available by phoning 0845 60 222 60

Five Year Strategy for Children and Learners. DCSF.
www.DCSF.gov.uk/publications/5yearstrategy

Governing the School of the Future. DCSF/0786/2004

Guide to the Law for School Governors. DCSF
www.governornet.gov.uk

National Remodelling Team. Guidance documents for Governors, examples of good practice.
<http://www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/>

Roles of Governing Bodies and Head Teachers. DCSF
www.governornet.gov.uk

Safeguarding Children in Education. DCSF/0027/2004

Trigger Pack for New Governors. 2004 edition.
www.ngc.org.uk

Working Together. Giving Children and Young People a Say. DCSF/0134/2004

USEFUL ADDRESSES

Advisory Centre for Education - ACE

1c Aberdeen Studios, 22 Highbury Grove, London, N5 2DQ
Tel: 020 7704 3370
General Advice Line 0808 800 5793 Mon - Fri: 2:00 - 5:00pm
Exclusion 020 7704 9822 - 24 hour answer machine
www.ace-ed.org.uk

Campaign for State Education - CASE

98 Erlanger Road, London SE14 5TH
Tel: 07932 149942
E-mail: case@casenet.org.uk
www.casenet.org.uk

PROLOG - DfE Publications

PO Box 5050, Sherwood Park, Annesley, Notts NG15 0DJ
Tel: 0845 602 2260
E-mail: DCSF@prolog.uk.com

The Institute for School and College Governors - ISCG

Avondale Park School, Sirdar Road, London, W11 4EE
Tel: 020 7229 0200

National Association of School Governors - NASG (formerly NAGM)

2nd Floor, SBQ1, 29 Smallbrook Queensway
Birmingham, B5 4HG
Tel: 0121 643 5787
Fax: 0121 633 7141
E-mail: governorhq@nasg.org.uk
www.nagm.org.uk

National Governors' Council - NGC

Lonsdale House, 52 Blucher Street, Birmingham, B1 1QU
Tel: 0121 616 5104
Fax: 0121 616 5105
E-mail: ngc@ngc.org.uk
www.ngc.org.uk

DCSF governornet -Information for School Governors

www.governornet.co.uk

Governor Line

free advice line offering information and support to Governors
across all aspects of school life

Tel: 08000 722181 Mon - Fri 9am - 10pm Sat - Sun 11am - 4pm
(excluding public and bank holidays)
www.governorline.co.uk

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www.ofsted.gov.uk/publications

Ofsted Reports

www.ofsted.gov.uk/reports

**The Training and Development Agency for Schools - TDA
(formerly TTA)**

Portland House, Bressenden Place, London, SW1E 5TT
Tel: 0870 4960 123
www.tda.gov.uk

Cambridge Education

Demeter House, Station Road, Cambridge CB1 2RS
Tel: 01223 578500
E-mail: info@camb-ed.com
www.camb-ed.com

Qualifications and Curriculum Authority - QCA

83 Piccadilly, London, W1J 8QA
Tel: 020 7509 5555
Minicom: 020 7509 6546 Fax: 020 7509 6666
Enquiry line: 020 7509 5556 E-mail: info@qca.org.uk
www.qca.org.uk

ACRONYMS AND ABBREVIATIONS

Governors can also find a more extensive list of Educational words and terms in their copies of the 'The Guide to the Law School Governors - Appendix 4 - Glossary

ACE Advisory Centre for Education: an advisory service for parents
ACPC Area Child Protection Committee
AD Assistant Director
AEN Additional Educational Needs
AMP Asset Management Plan
APA Annual Performance Assessment - of LEA and Social Services
ARC Annual Review Cycle
AST Advanced Skills Teacher
ATL Association of Teachers and Lecturers, formally AMMA
AWPU Age Weighted Pupil Unit. The sum of money allocated to the school for each pupil according to age. The main source of funding for the school
B/ME Black and Minority Ethnic
BEST Behaviour in Education Support Team
BIP Behaviour Improvement Programme
BTEC Business and Technology Education Council - name also given to the qualifications it awards for vocational courses
CAF Common Assessment Framework
CAMHS Child and Adolescent Mental Health Services
CASE Campaign for State Education
CEDC Community Education Development Centre
CLEA Council of Local Education Authorities
COSHH Control of Substances Hazardous to Health
CPA Comprehensive Performance Assessment
CPVE Certificate of Pre-Vocational Education
CRE Commission for Racial Equality
CTC City Technology Colleges
CVA PANDA Contextual Value Added PANDA
DAAT Drug and Alcohol Team
DCS Director of Children's Services
DfE Department for Education
DH Department of Health
DSG Dedicated Schools Grant - from 2006/07, ring-fenced government grant funding a local authority schools budget
EA External Adviser
EBD Emotional and Behavioural Difficulties
EBP Education Business Partnership
EiC Excellence in Cities
EIP Education Improvement Partnership
EOP Equal Opportunities Policy
EPS Educational Psychology Service
ESRA Extended School Remodelling Adviser
ESRC Extended School Remodelling Consultant

EWO/S Education Welfare Officer/Service
EY Early Years
EY&CS Early Years and Childcare Service
FE Further Education
FEFC Further Education Funding Council
FFT Fisher Family Trust (provide data analysis to LEAs and Schools)
FS Foundation Stage
FSES Full Service Extended School
GCSE General Certificate of Secondary Education
GLG Governors' Liaison Group
GNVQ General National Vocational Qualification
GSB General Schools Budget
GTC General Teaching Council
H & S Health and Safety
HE Higher Education
HLTA Higher Level Teaching Assistant
HMCI Her Majesty's Chief Inspector
HMI Her Majesty's Inspector of Schools
HODS Heads of Departments
HOY Heads of Year
HSE Health and Safety Executive
HSWA Health and Safety at Work Act
ICS Integrated Children's Services
ICT Information and Communication Technology
IEP Individual Education Plan
iP Investors In People
IMS Information Management Systems/Strategy
INSET In-service education and training
ISB Individual Schools Budget
ISCG Institute for School and College Governors
ISR Individual School Range - categorising of a school according to size and type used in calculating the salary level of a head teacher
IT Information Technology
ITT Initial Teacher Training
JAR Joint Annual Review
KS 1/2/3 Key stage 1/2/3
LA Local Authority
LAA Local Area Agreement
LEA Local Education Authority
LIG Leadership Incentive Grant
LGA Local Government Association
LPSA Local Public Service Agreement
LPSH Leadership Programme for Serving Head teachers
LSC Learning and Skills Council
LSCB Local Safeguarding Children Board
MLD Moderate Learning Difficulties
MNS Maintained Nursery School
NAGM National Association of Governors and Managers
NAHT National Association of Head teachers

NASEN National Association for Special Educational Needs
 NASUWT National Association of Schoolmasters Union of Women Teachers
 NATFHE National Association of Teachers in Further Education
 NC National Curriculum
 NCPTA National Confederation of Parent Teacher Associations
 NCSL National College for School Leadership
 NCVQ National Council for Vocational Qualifications (see QCA)
 NFER National Foundation for Educational Research
 NGC National Governors' Council
 NNEB National Nursery Examination Board
 NPQH National Professional Qualification for Head teachers
 NQT Newly Qualified Teacher
 NRF Neighbourhood Renewal Fund
 NUT National Union of Teachers
 NVQ National Vocational Qualification
 NRF Neighbourhood Renewal Fund
 OFSTED Office for Standards in Education
 ODPM Office of the Deputy Prime Minister
 Ofsted Office for Standards in Education
 PAL Published Admission Limit
 PANDA Performance and Assessment Documents
 PAT Professional Association of Teachers
 PCT Primary Care Trust
 PFI Private Finance Initiative
 PGCE Postgraduate Certificate of Education
 PSHE Personal, Social and Health Education
 PI Performance Indicators
 PICS I Pre-Inspection Context and School Indicator - data on a school's performance record and economic and social profile, together with other contextual information used by school inspectors before starting an inspection.
 PM Performance Management
 PMLD Profound Multiple Learning Difficulties
 PPA Planning, Preparation and Assessment
 PRP Performance Related Pay
 PRU Pupil Referral Unit - LEA maintained organisation that educates pupils excluded from schools or who are unable to attend for reasons such as illness
 PSA Parent School Association
 PSHE Personal Social and Health Education
 PTA Parent Teacher Association
 PTR Pupil Teacher Ratio (obtained by dividing the number of pupils by the number of teachers)
 QCA Qualifications and Curriculum Authority
 QTS Qualified Teacher Status
 RI or RGI Registered Inspector (one authorised by OFSTED to lead an inspection team)
 ROA Record of Achievement (a document now required for all children leaving school containing a record over time of a pupil's achievements in and out of school)
 SACRE Standing Advisory Council for Religious Education
 SATs Standard Assessment Tasks
 SDP School Development Plan
 SEN Special Educational Needs

SENA Special Educational Needs Assessment
SESCO Special Education Needs Co-ordinator
SENCoP SEN Code of Practice
SHA Secondary Heads' Association
SI Statutory Instrument
SIO School Improvement Officer
SIP School Improvement Plan
SLA Service Level Agreement
SLD Severe Learning Difficulties
SMT Senior Management Team
SOC School Organisation Committee
SOP School Organisation Plan
SOW Schemes of Work
StF Standards Fund
STRB School Teachers Review Body
TA Teaching Assistant
TES Times Educational Supplement
TLR Teaching and Learning Responsibility Payment
TTA Teacher Training Agency
TUPE Transfer of Undertakings
UCAS Universities and College Admissions Service
UFC Universities Funding Council
UNISON Union of Public Employees
VA Voluntary Aided (a denominational school owned by the Trustees in which Governors have particular responsibilities, including paying 15% towards some building costs)
VC Voluntary Controlled (a Church of England school wholly maintained by the LEA but owned by the Trustees)
WEA Workers Education Association
YOS Youth Offending Service
YT Youth Training

NB; This is not an exhaustive list of acronyms and abbreviations. You will hear and read many others in your Board meetings and papers. If you are not familiar with a particular term then do please ask for it to be explained in full. You will probably not be the only one needing clarification!

Code of Conduct for School Governing Boards

2015 Version

This code sets out the expectations on and commitment required from school governors and trustees in order for the governing board to properly carry out its work within the school and the community. It can be amended to include specific reference to the ethos of the particular school. 'School' includes academies, and it applies to all level of school governance.

The governing board has the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the Head Teacher
- Monitoring progress towards targets
- Performance managing the Head Teacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity, by:

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

As individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and the role of the Head Teacher.
- 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 government 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. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing board.
- We will actively support and challenge the Head Teacher.

Commitment

- We acknowledge that accepting office as a governor 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 well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing board and agreed with the Head Teacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training .
- We accept that in the interests of open government, our names, terms of office, roles on the governing body, category of governor and the body responsible for appointing us will be published on the school's website.

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.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other governors 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 Head Teacher, staff and parents, 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 business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.

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'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.

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 governor, such as the vice chair will investigate.

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.

REWARDS OF BEING A SCHOOL GOVERNOR

Being a governor is a rewarding and valuable experience. While undertaking your role as governor you are:

- investing in the next generation through provision of a sound and good quality education;
- developing new skills;
- acquiring new knowledge;
- developing a sense of community involvement and partnership;
- using your personal qualities and expertise to help the school, its pupils and its staff;
- making new friends.



'Learn, Endeavour, Aspire, Respect, Nurture'