

CORVEDALE CE PRIMARY SCHOOL

SCHEME of DELEGATION

& Terms of Reference annexes

Document Control

Governor Responsible		Chair of Governors
Date approved at Governing Body		
Frequency of Review		Annual
Next Review Due		01/11/23
Statutory Policy		Yes
Review Level		FGB
Version	Issue Date	Summary of changes
1.0	June 2022	First issue

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1. Introduction and Purpose

Regulation 18, Parts 3 and 5 of The School Governance (Roles, Procedures and Allowances) (England) Regulations allow a Governing Body, to delegate most of its functions to committees or individuals. Regardless of how it chooses to exercise its functions, the board always acts as a 'body corporate' and remains fully accountable at the board level in law and to Ofsted for the performance of all its duties and functions.

The main focus of the Governing Body must be the core functions as set out in the regulations:

- Setting the vision, ethos, and strategic direction of the school.
- Holding the Head teacher to account for its educational performance; and
- Ensuring financial resources are well spent.

To achieve this, all Governors must be evidence gatherers. They will seek evidence by auditing, investigating, observing, and reviewing performance and activities at the school. They will use the evidence and facts they find to challenge and hold the Head Teacher to account for the development and delivery of the school vision and strategy.

The Head Teacher is responsible for the educational performance of the school and for the internal organisation, management, and control of the school, which includes the performance management of staff.

The Governing Body must develop and maintain a scheme of delegation to define the level at which level each of its functions will be exercised. This scheme of delegation identifies the decisions reserved for the governing body and provides an explicit statement of the powers delegated to individual School personnel.

2. Powers and Duties Reserved for the Governing Body

The Governing Body shall be responsible for:

General

Approval of a written scheme of delegation of its powers and other duties to its Headteacher, Governors and committees. The scheme must satisfy the Governing Body's ultimate responsibility for ensuring that there are adequate operational controls in place for all the strategic processes within the school. The Scheme of Delegation should also be operated in conjunction with the Financial Regulations of Shropshire County Council.

Budgets/Budgetary Control

Approval of the annual School budget at least two months prior to the start of each financial year considering recommendations from Resources Committee.

Consideration of budgetary control reports from the Resources Committee.

Purchasing

Maintenance of a Register of Business Interests for those School staff with financial responsibilities.

Approve the annual audited statements of the School Fund and Governors account.

Authorisation of the write off of debts in excess of £500 that are not collectable.

General

Approval of the use of pupil premium funding and other resources to overcome barriers to learning and publish them.

Approval and publication of the use of the primary School sport funding in improving the quality and breadth of PE and Sport provision.

Approval of the draft year-end financial statements.

Decisions on the provision and form of extended services.

Staffing

Appointment (dismissal and suspension) of the Head Teacher and formal approval of the appointment dismissal and suspension of staff members.

Appointment of the Head Teacher selection panel in conjunction with the Diocese and Local Authority.

Formal approval and scrutiny of the staff performance management process.

Formal performance management of the Head Teacher delegated to the Resources Committee.

Put in place an agreed pay policy.

Set the overall staffing structure in agreement with the headteacher.

Establish an agreed Staffing Discipline policy.

Curriculum

Ensure that the National curriculum is taught to all pupils.

To consider any dis-application for pupils.

Decide which subject options should be taught having regard to resources and implement provision for flexibility in the curriculum (including activities outside school day).

Ensure the schools behaviour policy is in place.

Ensure that a Sex and relationship education policy is in place.

Ensure that the curriculum model recognises good Ofsted curriculum criteria.

To decide whether to offer extra-curricular activities and what form they should take with the Head teacher.

Admissions

To annually determine and publish admissions arrangements and appoint an admissions appeal panel as required.

Premises

Approval of the School's strategic plan for the use of premises.

Have a buildings insurance policy in place.

Health & Safety

Approval of a Health and Safety Policy.

Ensure H&S regulations are followed.

School organisation

Agree proposals to change category of the school; in particular, the decision on whether the school should convert to academy status in consultation with the Diocese.

To ensure school lunch nutritional standards are met.

To establish a data protection policy and review it at least every 2 years and register with the Information Commissioners; Office.

Information for parents

Overall responsibility for ensuring that statutory requirements for information published on the school website including details of governance arrangements are met.

To establish and publish a Freedom of Information scheme and ensure the school complies with it.

Publish and review a complaint procedure.

Determine whether to publish a home school agreement.

Governing Body procedures and developments

Ensure focus on three core strategies functions.

Evaluate the governing body performance and improve the effectiveness of the governing body.

Development, approval, implementation and monitoring effectiveness of the school's vision and strategic plan.

Approval and monitoring of the School Evaluation (SEF) and School Development plan (SDP).

Approval of targets for pupil achievement/attainment and evaluation of performance against those targets.

Approval and maintenance of an instrument of governance including any eligibility criteria for Dioceses and Local Authority governor appointments.

Pay due attention to the Local Authority and Diocesan advisory rights.

Agree any appointment, suspension and/or reinstatement of a governor.

Publish a list of Governors, their designation, terms of office, attendance at Full governor meetings.

Appoint (and remove) the chair and vice chair of the governing body.

Determine the period of office of the chair and vice chair.

Appoint and dismiss the clerk to the governors.

Elect committee chairs.

Establish, publish, and maintain a register of governors' business interests and submit to the DfE via Edubase.

Appoint (and remove) co-opted and associate governors.

Develop and maintain a code of conduct and TOR for governors.

Establish committees and their terms of reference.

Agree and implement the governor induction and development programme.

Informal collaboration -to consider working with a group of schools.

Inclusion and Equality

To establish and approve a SEND Policy

Ensure a teacher of looked after children is appointed.

Ensure that an accessibility plan is published and reviewed it every 3 years.

To publish annually a SEND Information Report and Governor Parental SEND Update.

Ensure a qualified SENCO is appointed.

Safeguarding

Maintain and monitor conformance to a Safeguarding Policy.

To adopt and review annually a child protection policy and have due regard to prevent duties in it.

Policies

Approval of School Policies (except where such approval is delegated to a committee or individual) and ensure that mandatory policies are on the school web site.

3. Powers and Duties delegated to Governor committees

3.1 Resources

These are detailed in annex A to this document and updated in committee and approved at Full Governors in November.

3.2 Standards

These are detailed in annex B to this document and updated in committee and approved at Full Governors in November.

3.3 Other governor committees

These are detailed in annex C to this document - reviewed and approved at Full Governors in November.

4. Powers and duties delegated to the Head Teacher

Responsibilities

The Head teacher has delegated powers and functions in respect of internal organisation, management and control of the school, the implementation of all policies approved by the Governing Body and for the direction of teaching and the curriculum.

The Headteacher shall be responsible for:

Budgetary control

- Review income and expenditure reports and highlighting actual or potential overspending to the Resources Committee.
- Approve virements between budget headings of up to £5,000 (between meetings of the Resources Committee) and reporting such approval to the Resources Committee.
- Authorisation of expenditures up to £5000.
- Enter into contracts and approve purchase of services up to £5,000.
- Ensure that all contracts and agreements conform to the Financial Regulations.

Financial Management

- Ensure the arrangements for collection of income, ordering of goods and services, payments and security of assets are in accordance with the Financial Regulations.
- Allocate pupil premium in accordance with legal requirement.

Accounts and Audit

- The operation of financial processes within the school, ensuring that adequate operational controls are in place and that the principles of internal control are maintained.
- Ensure that full, accurate and up to date records are maintained to provide financial and statistical information.
- Ensure that all records and documents are available for audit.

Security of Assets

- Development of a long-term premises strategy with the Resources Committee.
- Ensure that proper security is always maintained for all buildings, furniture, equipment, vehicles, stocks, stores, cash, information, and records etc under his/her control.
- Maintain a permanent and continuous register of assets.

Staffing

- Approving new staff appointments within the authorised establishment.
- Setting the overall staffing structure.
- Following and employing as appropriate the Staff Disciplinary Policy.
- Making pay decisions in line with the LA pay policy and legal requirements.

Safeguarding

- The Head Teacher is accountable for all elements of safeguarding including ensuring the school complies with all safeguarding regulations and that there is a fully trained Designated Safeguarding Lead and Deputy Safeguarding Lead.
- Producing and maintaining a central record of recruitment and vetting checks.

Curriculum

- Ensuring that the NC is taught to all pupils.
- Considering any NC dis-application for pupils.
- Establishing and reviewing a sex and relationships education policy.

- Ensuring that Religious Education meets statutory requirements.
- Ensuring that all pupils take part in an daily act of collective worship in line with statutory requirements.

Extra-curricular provision

- To decide whether to offer additional activities and what form these should take.

Performance Management.

- Carrying out the appraisal of other staff and facilitating their CPD to improve the quality of teaching.

Discipline/Exclusions

- For drafting the contents of the schools Behaviour policy and publicising it to Staff, parents, and pupils.

Health and Safety

- Ensuring that the H&S Regulations and Policy are followed.

School Organisation

- Maintain the standards of control for such systems in operation within the school to include the use of properly licensed software, and for the security and privacy of data in accordance with the Data Protection Act.
- Maintaining a register of pupil attendance.
- Ensuring the provision of free school meals to those pupils meeting the criteria.
- Ensuring that school lunch nutritional standards are met.

Information for parents.

- Publishing a home school agreement.
- Ensuring that statutory requirements for information is published on the school web site including details of governance.
- establishing and publishing a Freedom of information scheme and ensuring that the school complies with it.

Inclusion and Equality

- Publishing and updating annually a SEND Information Report.
- Designating a qualified teacher to be responsible for co-ordinating SEND provision as the schools SENCO.
- Appointing a designated teacher for LAC.
- Establishing an Accessibility Plan and reviewing it every 3years.

Reporting

- As required by Governing body to provide reports on school performance or any other delegated duty.

Compliance

Ensure compliance with relevant legislation.

5. Terms of reference for specific governor roles

Annex D sets out the terms of Reference for Chair, Vice Chair of Governors, and Committee Chairs

Annex E. sets out the terms of reference for Governors with responsibilities for Safeguarding, Health and Safety, Vulnerable Pupils, Leadership and Well-being.

Annexe A - CORVEDALE CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL

Resources Committee Delegated Duties & Terms of Reference Reviewed 2022

Membership

To consist of 5 Governors **plus** the Headteacher and the School Finance Officer, in an advisory capacity

Quorum

50% or 3 governors

Meetings

To meet once a term or if deemed necessary by the Chair.

Introduction

This document lists the duties delegated to the resources committee by the full governing board and describes how the committee plans to fulfil these duties in the current academic year.

Responsibility

The main role of the Resources Committee is to provide strategic governance of and hold the head teacher to account for all matters relating to finance, staffing, premises/assets and health and safety throughout the school - **to ensure the viability and efficiency of the school through effective business and financial planning.**

All Governors must be evidence gatherers. They will seek evidence by auditing, investigating, observing, and reviewing that allocation and prioritization of resources to achieve the school's objectives. They will use the evidence and facts they find to challenge and hold the Head teacher to account to ensure financial reporting is accurate and compliant. They will ask challenging questions about budgetary control reports. The committee will ensure that the premises are fit for purpose and compliant with current health and safety legislation.

Delegated duties

Finance

Monitor and review the preparation of the annual budget ensuring that it is sustainable, good value and meets the school's priorities:

- Consider predicted pupil numbers and income levels.
- Consideration of staffing needs, costings, and appointments.
- Present the annual budget to the governing body for approval.
- Review the virement of sums between budget heads by the headteacher.
- No virements can be made from the school to the nursery but they can be made the other way.
- Monitor the spend against the budget at least once a term and report any significant anomalies to the full governing body.
- Ensure end of year accounts are properly finalised and reported.
- Review end of year out-turn figures.
- Ensure reconciliation of the school's financial system.
- Consider and approve proposals for single items of expenditure in excess of £5,000.
- Approve the writing off of irrecoverable debts up to £500 and the disposal of surplus and damaged equipment. Over £5,000 FG approval.
- In consultation with the headteacher review contracts to be entered into whether for goods, services or works

and recommend to full governing body.

- Ensure the School Fund and Governors Account are properly managed and that annual audits are carried out and reported.
- Review annually the school's charges and remission policy and expenses policy.
- Monitor ordering and payment systems.
- Review reports from the Local Authority's auditors and ensure actions are carried out.
- Authorisation of the advertising of tenders and authorising the award of contracts from such tenders over £5,000.
- Provide and minute reasons for the acceptance of late tenders or tenders other than the most financially favourable over £5,000.

Staffing

- In consultation with headteacher review staffing and performance.
- Agree staff pay increase proposals annually.
- Monitor staff appraisal annual reviews.
- Oversee the performance review of the headteacher including appointment of governors.
- Monitor the school's Equality Policy.
- Publish and maintain a complaints policy.

Premises/Assets

- Ensure development of strategic estate management to include estate vision, strategy, asset management.
- Monitor school premises and the maintenance thereof.
- Review and approve ongoing programme of repairs and maintenance and report to full governing board.
- Monitor effectiveness of contracts for maintenance, repairs and small improvement work, cleaning, and grounds maintenance.
- Monitor and review the arrangements for cleaning the building and maintaining the surrounding areas.
- Maintain satisfactory standards of furniture and fittings.
- Monitor the school's letting policy and out of hours use.
- Monitor the school's energy usage.
- Monitor school asset register.
- Review and agree replacement programme for assets.
- Agree level of maintenance service the school will buy from service providers.
- Ensure suitable insurance policies are in place and adequate.

Health and Safety

- Monitor health and safety issues associated with the building and site.
- Ensure that there is an up-to-date Health and Safety Policy in place at all times.
- Ensure development and maintenance of a risk register for the school.
- Agreement of mitigating actions for risks.
- Monitor the effectiveness of risk management.
- Ensure that annual risk assessments are carried out and any action to minimise risk taken. Assessments to include:
 - Fire safety.
 - Asbestos management.
 - General safety on site.
- Ensure testing of equipment/installations carried out at prescribed intervals.
- Receive, at each meeting a report on Health and Safety including any recorded accidents and near miss incidents.

- Monitor the security of school premises and equipment.

Policies

- Review policies in accordance with schedule maintained by the headteacher.

All meetings must be accurately recorded, and minutes made available to all governors via SharePoint.

Annexe B - CORVEDALE CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL

Standards Committee delegated duties & Terms of Reference

Reviewed 2022

Membership:

To consist of no fewer than 5 Governors including associate governors **plus** the Headteacher with other invited members as necessary, in a non-voting capacity.

Quorum:

50%

Meetings:

To meet once a term or if deemed necessary by the Chair.

Introduction

This document lists the duties delegated to the standards committee by the full governing board and describes how the committee plans to fulfil these duties in the current academic year.

Responsibilities

The principal role of the committee is to hold the Headteacher to account for the educational performance of the school and its pupils (Lord Nash governor's handbook 2014). This will include fulfilling the range of governing body responsibilities related to monitoring and improving teaching and learning and driving real improvements in pupil outcomes.

All Governors should be evidence gatherers. They will seek evidence by auditing, investigating, observing, and reviewing performance and activities at the school. They will use the evidence and facts they find to challenge and hold the Headteacher to account for the development and delivery of the school vision and strategy. They will ask challenging questions about trends in data to highlight any vulnerable groups of pupils (ensuring and respecting anonymity of individual pupils).

Key Questions for the committee to consider linked to Key Performance Indicators

- How can we improve the pupil assessments such that they are reasonably consistent with the actual outcomes?
- What needs to be done to increase the proportion of pupils making good progress whilst at the school?
- How will we continue to measure attainment and progress?
- How do teachers monitor progress for each pupil and where should governors look for evidence of this happening?
- What is being done to improve the outcomes in across the curriculum? Are the measures effective?
- How will we identify the key factors to drive improvement between now and the next Ofsted without clouding the responsibilities of the teachers, senior staff, and the governors?
- How can we focus better on the criteria for an outstanding school from OFSTED and where should we look to change things accordingly?
- Are there any subjects where the results are not as good as they should be? What is the strategy for improving any areas of weakest performance?
- How is the school going to raise standards for all children, including the most and least able, SEND, PP, those receiving free school meals, boys, and girls, those of a particular ethnicity, and any who are currently underachieving?
- How do pupils (and parents) know what they need to do to make good progress?
- How do EYFS pupils (and parents) know what they need to do to make rapid progress?

- Is the feedback given to EYFS pupils and their parents on attainment and progress appropriate, rigorous, and effective?
- What have we learned from schools that have similar demographics and that are outstanding so that we can get best practice from them? What are they doing very well?
- Which groups of pupils are the highest and lowest performing, and why? Do we have credible plans for addressing underperformance or less than expected progress? How will the governing body know that things are improving?
- Is this a happy school with a positive learning culture? What is the school's record on attendance, behaviour, and bullying?
- Does the school listen to the views of pupils and parents?
- Are we meeting the criteria set out in our Strategic Plan.

Delegated duties

Standards

- Recommend challenging and appropriate short-term School performance targets to the Full Governing Body for overall pupil achievement and the quality of teaching & learning in all year groups in collaboration with the Head Teacher and the SIA in the first meeting of the Autumn term.
- Recommend areas of improvement and the associated action plans for inclusion in the SDP to the FGB designed to achieve the school's strategic objectives and short-term targets for school improvement in collaboration with the Head Teacher and SIA.
- Monitor and evaluate progress in implementing the SDP and strategic action plans assigned to the standards committee and the impact these actions have on School performance against the KPI's reported in the SEF.
- Evaluations and recommendations should refer to national averages, the performance of similar schools, current published ASP and FFT pupil achievement data and including progress, attainment, attendance and exclusions data.
- Ensure that all required policies which are earmarked to the Standards Committee for oversight are in place and monitor the effectiveness of their implementation making judgements about their impact.
- Ensure inclusion in regard to gender, social disadvantage, race equality and disability discrimination. Reports, including recommendations, will be made to the full governing body.
- Agree all subject action plans.
- Maintain strategic oversight of curriculum areas through regular scrutiny of reports presented by subject leaders and consideration of link governor reports. The reports will evaluate the intent, implementation, and impact of the curriculum policies in line with current Ofsted Inspection criteria.
- Appointment all Standards Committee Link Governors.
- Ensure that Religious Education and collective worship are delivered in line with the adopted agreed syllabus and guidance from the Diocese of Hereford.
- Approve and keep under review the Special Educational Needs policy and ensure appropriate provision that complies with the current provisions of the SEND Code of Practice as set out in the SEND Information Statement on the web site and provides value for money.
- Ensure the school has a named and suitably qualified teacher responsible for SEND in the school.
- Approve the school's annual SEND Parental Update Report and approach to meeting children's SEND for those with EHCP's and those without and ensure it is made available on the web site.
- Approve and keep under review the Sex and Relationship Education policy and ensure appropriate provision.
- Ensure that Pupil Premium and Sports Premium spending provide value for money and follow set out DFE guidelines for spending.
- Ensure appropriate Able Gifted and Talented provision.

- Ensure provision of subject options in broader non-national curriculum subject areas.
- Ensure that all statutory requirements regarding national tests are met.
- Monitor behaviour including exclusion data.
- Review the effectiveness of the school web site regarding school /parent communications, statutory requirements, and general promotion of the school.
- How well does the school communicate the importance of children being safe on-line, and the sites we ask pupils to access.
- The promotion of community involvement.
- Monitor the work of the student council/pupil voice.
- Establish and promote collaboration with other schools.

All meetings must be accurately minuted and minutes made available to all governors via the web site.

TOR to be reviewed annually.

Annex C Delegated Powers and Terms of Reference of Governing Body Committees

Staffing Discipline/Staff Dismissal Committee	
Committees Key Purpose	Fulfil the range of governing body responsibilities relating to individual members of staff as set out in adopted staffing procedures and, as required in school governance legislation as laid out in Shropshire Councils "Disciplinary Procedure-Staff in Schools (other than Head Teacher)
Committees Membership	3 governors A different 3 governors for appeals
Quorum	3 governors
Frequency of Meetings	Meetings will be convened by the Clerk to Governors or Chair of governors as required.
Delegated responsibilities	Consider matters relating to individual members of staff, as required in the range of adopted staffing procedures

Admissions Committee	
Committees Key Purpose	Fulfil the Governing Bodies responsibilities as laid out in the schools "Admission Policy" as published on the web site.
Committees Membership	3 governors A different 3 governors for appeals
Quorum	3 governors
Frequency of Meetings	Meetings will be convened by the Clerk to Governors or Chair of Governors as required
Delegated responsibilities	As defined in the schools "Admission Policy"

Pupil Discipline Committee	
Committees Key Purpose	Fulfil governing body responsibilities relating to the exclusion of individual pupils as laid out in Shropshire Councils "Exclusion from School Policy.
Committees Membership	At least 3 governors
Quorum	3 governors
Frequency of Meetings	Meetings will be convened by the clerk to governors or Chair of Governors as required.
Delegated responsibilities	Decide whether to confirm permanent and fixed term exclusions where the pupil is either excluded for more than 5 days a term or at risk of being unable to sit a public examination

Complaints Committee	
Committees Key Purpose	Fulfil governing body responsibilities outlined in the "Complaints Policy" published on the school's web site
Committees Membership	At least 3 governors
Quorum	3 governors
Frequency of Meetings	Meetings will be convened by the clerk to governors or Chair of Governors as required.
Delegated responsibilities	As defined in the parental Complaints Procedure

Salaries, Performance Management, and Employment Issues Committee	
Committees Key Purpose	Fulfil governing body responsibilities related to Teachers Pay Policies, Terms of Employment, and the Head Teacher performance management
Committees Membership	Head Teacher, Chair of the Resources Committee, and a minimum of one other Governor preferably from the Resources Committee
Quorum	3 governors
Frequency of Meetings	Meetings will be convened by the clerk to governors or Chair of Governors as required.
Delegated responsibilities	Conduct the review of the Salaries, Performance Management, and employment issues and report to the Full Governing Body.

Annexe D - Terms of reference for Governor Chairs

Chair of Governors

Being a chair of governors is a key role in the leadership and management of schools. To be effective, the Chair needs a good understanding of the role and its responsibilities so that the school gains maximum benefit from the work that is done by the Chair.

An effective chair of governors:

- works with the head teacher to promote and maintain high standards of educational achievement
- ensures that the governing body sets a clear vision, ethos, and strategic direction for the school
- with the governing body holds the head teacher to account for the educational performance of the school and its pupils, and for the performance management of staff
- ensures oversight of the financial performance of the school and effective use of the school's resources

The Chair also needs to ensure that all governors understand the role and responsibilities of the governing body, as part of Hereford Diocese Board of Education.

The key roles of the chair, outlined below, are explored in the following pages:

Leading effective governance: giving the governing body a clear lead and direction, ensuring that the governors work as an effective team and understand their accountability and the part they play in the strategic leadership of the school and in driving school improvement.

Building the team: attracting governors with the necessary skills and ensuring that tasks are delegated across the governing body so that all members contribute, and feel that their individual skills, knowledge, and experience are well used, and that the overall workload is shared.

Relationship with the head teacher: Being a critical friend by offering support, challenge, and encouragement, holding the head teacher to account, and ensuring the head teacher's performance management is rigorous and robust; a good comparison is with the role of the chair of a board of trustees who works with the chief executive of an organisation but does not run day-to-day operations.

Improving your school: ensuring school improvement is the focus of all policy and strategy and that governor scrutiny, monitoring and challenge reflect school improvement priorities.

Leading the business: ensuring that statutory requirements and regulations are met, that the school provides value for money in its use of resources and that governing body business is conducted efficiently and effectively.

To ensure that the Governing Body functions properly within the accepted Code of Conduct

For more detail on these, see the National College for Teaching and leadership publication "Leading governors: The role of the chair of governors in schools and academies".

There are a number of functions which the Chair of Governors will be required specifically as part of the role:

- Take lead role in engaging with Ofsted Inspectors during an inspection.
- Leading the head teacher recruitment arrangements.
- To represent the Governing Body at key communications events (for example, consultations with staff and parents).
- Be a point of escalation for issues raised with the head teacher (for example, within the complaints process) or to ensure that there is appropriate delegation of such matters where a conflict of interest occurs (typically to the Vice Chair).

See also "Chair of Committees" term of reference.

Vice Chair

The principal function of the Vice Chair is to support and, wherever necessary or requested, deputise for the Chair. It is likely that the Vice Chair will take on the role of chair of a Committee.

It is possible that the Vice chair will be part of the succession planning for the role of Chair.

Provide specific support and advice to the Chair in her/his role.
See also “Chair of Committees” terms of reference.

Chair of Committee

Approving agenda

The Chair of a Committee should:

- Ensure that that Committee functions properly within its TOR.
- Take responsibility for making sure that each meeting is planned effectively, conducted according to the constitution and that matters are dealt with in an orderly and efficient manner.
- Ensure that they make the most of their committee members building and leading the team.
- Ensure that committee members are enabled to undertake their role as such.
- Review regularly the Committees performance.
- Provide reports to the Governing Body, head teacher, Chair, or other Committee as necessary.
- Take ownership of, and maintain, the Committee Terms of Reference.
- Agree agendas for meetings and issued at least a week in advance of the meeting.
- Check and issue promptly the minutes or notes of meetings.

Annexe E - Terms of reference for Governors with Responsibilities for:

Safeguarding Governor

(This role may be combined with the role of Health and Safety Governor)

The governor responsible for safeguarding children will play an essential role in ensuring children in this school are kept safe from harm. Acting as a 'critical friend' to the school, the safeguarding governor plays an important role in providing assurance that the appropriate systems and procedures are in place to cover all aspects of the safeguarding and security agenda and all statutory governing body responsibilities are met.

This will include:

- Undertaking an audit of safeguarding processes and procedures at least annually; providing a report on any audit to the Local Governing Board.
- Ensure other governors attend appropriate safeguarding training and that this training is kept up to date.
- Ensure appropriate members of the governing body complete training in respect of allegations against staff.
- Ensure at least one governor on the recruitment and selection panel for staff has successfully completed accredited Safer Recruitment training.
- Liaise with the head about general child protection and broader safeguarding issues within the school and as such be able to provide reports to the governing body in respect of themes and issues within the school/locality to enable adequate oversight, understanding and development of solutions.
- Attend Basic Awareness Safeguarding training every 3 years and other training as appropriate to the role and relevant to issues within the school/locality.
- Take account of how safe pupils feel when in school.

The audit will include:

- Ensure there is a suitably qualified, trained and supported Designated Senior Person and Deputy Designated Person who have responsibility for responding to and overseeing safeguarding issues.
- Ensure that the DSP adequately supervises and supports the work, development, and wellbeing of the DDP and any other individual to whom they may delegate additional safeguarding responsibilities in order that there exist clear lines of accountability.
- Ensure that all safeguarding, security, 'prevent' and whistleblowing policies and procedures are followed.
- Ensure there is a robust system for recording, storing, and reviewing child welfare concerns.
- Ensure that school staff training is up to date.
- Have oversight of the single central record and ensure it is up to date and maintained in line with guidance.
- Monitor progress against any outstanding actions from the safeguarding audit and other local authority or DBAT review.

Health and Safety Governor

The role of the Health and Safety governor is to:

- Work with the school health and safety representative to ensure that the school has:
 - a site-specific health and safety policy.
 - appropriate health and safety procedures and practices.
- Work with the school's health and safety representative to make termly health and safety inspections of the school premises.
- Report annually on the outcome of the inspections to the local Governing Body.
- Keep the governing body informed of urgent health and safety issues.

- Keeping informed by reading new materials and information relating to health and safety matters received into the school or published in educational health and safety publications.
- Attend appropriate health and safety training.

The inspection will include:

- Have the governors agreed, signed, and dated a Health and Safety Policy?
- Are the governors clear about the division and responsibilities?
- Does the policy meet statutory health and safety requirements?
- Who is the appointed school Health and Safety representative?
- Has this person been allocated sufficient time to fulfil their role?
- Has the person received appropriate training?
- Is this person aware of the Service H&S coordinator (Schools)?
- Do we keep our buildings and other assets in good condition?
- Are periodic H&S inspections of the school undertaken and are statutory requirements being met?
- How does the school ensure that their H&S management system is working?

Vulnerable Pupils (Special Educational Needs and Pupils with an accessibility need).

The role of the Vulnerable Pupils Governor is to have specific oversight of the school's arrangements for vulnerable pupils. Vulnerable pupils include Special Educational Needs, AGT, LAC, Pupils eligible for FSM and children from Armed Forces and EFL.

(More able pupils is the responsibility of Link Governors in their area of responsibility.)

This will include:

- Producing an annual report to the Governors showing the impact made by the implementation of the school's policies and resources allocated to vulnerable pupils.
- Helping to raise awareness of issues relating to vulnerable pupils at meetings.
- Giving up to date information on the effectiveness of vulnerable pupil provision.
- Helping to review the school's policies on provision for vulnerable pupils.
- Ensuring that the school's SEND budget is appropriately allocated for the pupils with SEND.
- Ensuring that current practice reflects all relevant vulnerable pupil policies and offers.
- Reviewing the range of provision for all vulnerable pupils to assure its suitability.
- Assuring that the school's web site publishes the school's SEND Policy and SEND Information Report/offer.
- Maintaining a clear working knowledge of the SEND Code of Practice.
- Build a good working relationship with the SENCO and other vulnerable pupil coordinators.

Questions which may be useful to ask in respect of the role can be found in "The Key's" Questions Ofsted might ask SENCO's.:

- Do pupils with a particular area of need do better than others? (For example, do pupils with specific learning difficulties do better than pupils with general learning difficulties).
- when are the pupils initially assessed and by whom and how often are their needs reviewed?
- how many pupils are there on the different levels of intervention i.e. school action, school action plus and statemented?
- what support do these pupils typically receive?
- who sets individual targets for the pupils and monitors progress against the targets?

- how are the parents involved?
- how much do the pupils know about what is happening to them?
- how is SEND funded in the school budget?
- how many pupils have been added to/removed from the school action level of intervention?

Link Governor

The role of a Link Governor is to understand, oversee and advise on the provision of one, or a group of, curriculum subjects. Currently there are Link Governors for Mathematics (Numeracy), Early Years and Foundation Stage, English (Literacy), Humanities, Science, IT, Collective Worship, Religious Education, Creative Arts, Sport/Physical Well Being, and CPD. The Governing Body may choose to vary the number and subject specialisms of Link Governors and all roles may not be filled all the time.

A Link Governor should build a good working relationship with the subject specialist within the school to enhance the success of this role. As a model, the link governor, should undertake the following:

- Become informed about relevant documents and legislation; OfSTED criteria (Deep Dive) for evaluating the subject provision; local and national issues impacting upon the subject.
- Follow the Link Governor guidance notes.
- Carry out a link visit at least once every other term to review their link area in line with the Link Visit Protocols.
- Liaise with the subject coordinator or activity lead to become informed about staffing arrangements and training; the condition and availability of resources; curriculum and timetable arrangements; reference to the school development plan; assessment and recording procedures for the subject.
- Establish and maintain effective lines of communication between the subject coordinator and the governing body.
- Report visits to the Standards Committee.
- Review the way in which parents are kept informed via the school website, newsletter, and meetings.

Leadership and Wellbeing Governor At present delegated to the Resources Committee

The role of the Leadership Governor is to understand, oversee and advise on how the school improves the performance of its leaders, including governors, and staff through management and development. In particular the Leadership Governor will:

- Own the Governor Development policy and programme.
- Take a leading role in the evaluation of the impact of staff performance management.
- Ensure that a review is undertaken annually of Governor effectiveness.
- Provide oversight on the wellbeing of staff and pupils.
- Report annually to the FGB on Governor development and staff performance management.

**Annex F - CORVEDALE CHURCH OF ENGLAND PRIMARYSCHOOL
INSTRUMENT OF GOVERNMENT**

Education Act 2002 - School Governance (Constitution) (England) Regulations 2012 as amended by the
School Governance (Constitution and Federations) (England) (Amendment) Regulations 2014

1. The name of the school is Corvedale Church of England Primary School.
2. The school is a voluntary aided school.
3. The name of the governing body is the Governing Body of Corvedale Church of England Primary School.
4. The governing body shall consist of:
 - a) 2 parent governors.
 - b) 1 LA governor.
 - c) 1 staff governor.
 - d) 1 headteacher.
 - e) 7 foundation governors.
5. Total number of governors shall be 12.
6. The term of office of staff governors and parent governors is 3 years.
7. Not used
8. 6 foundation governors shall be appointed by the Hereford Diocesan Board of Education in consultation with the Parochial Church Councils of Culmington, Diddlebury, Stanton Lacy and Munslow.
9.
 - a) The holder of the following offices shall be foundation governor ex-officio:

The Rector or Priest-in-Charge of the Corvedale Benefice, which includes the parishes of Culmington, Diddlebury, Munslow and Tugford.

OR

The Rector or Priest-in-Charge of the Bromfield Benefice which includes the parish of Stanton Lacy.
 - b) The Archdeacon of Ludlow shall be entitled to appoint a foundation governor to act in place of the ex officio foundation governor whose governorship derives from the office named in (a) above, in the event that the ex officio foundation governor is unable or unwilling to act as a foundation governor or has been removed from office under regulation 21(1) of the Regulations.
10. **The Archdeacon of Ludlow** is entitled to request the removal of the ex officio foundation governor named in 9(a) and to appoint any substitute governor as provided by 9(b) above.
11. Not Used
12. **Ethos Statement**

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

13. This instrument of government comes into effect on 15th November 2021.
14. The instrument was made by order of Shropshire Local Authority on 21st April 2021.