



## **Lead Governor Roles and Responsibilities 2022-2023**

- **Chair**
- **Vice Chair**
- **Safeguarding Governor**
- **Send Governor**
- **Health and Safety Governor**
- **Finance Governor**
- **Whistle Blowing Governor**

<b>Role</b>	<b>Name</b>
<b>Chair</b>	Iain Stewart
<b>Vice Chair</b>	None Appointed
<b>Safeguarding Governor and LAC Governor</b>	Cynthia Worley
<b>SEND Governor</b>	Iain Stewart
<b>Health and Safety Governor</b>	Steve Mariner
<b>Finance &amp; Personnel Governor</b>	Peter Simmons

<b>Whistle blowing Governor</b>	Peter Simmons
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## **All governors agree to their designated role on the Clyst Hydon Governing Board laid out in this document**

### **CHAIR OF GOVERNORS**

#### **The Role of the Chair of the Governing Board:**

- Ensures that the vision, ethos and strategic direction of the school are clearly defined;
- Ensures that the headteacher performs his/her responsibilities for the educational performance of the school; and
- Ensures the sound, proper and effective use of the school's financial resources.
- (The School Governance (Roles, Procedures and Allowances)(England) Regulations 2013)

#### **Key Tasks**

- To ensure that governing body business is conducted in accordance with the regulations/law.
  - To report any urgent action taken on behalf of the governing body, making sure it is fully explained.
  - To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.
- To establish and foster an effective relationship with the head teacher based on trust and mutual respect for each other's roles.
- To ensure that the governing body acts as a sounding board to the head teacher and provides strategic direction.
  - To carry out any duties delegated by the governing body, be seen in school regularly, attend school functions or make sure another governor represents them, work with the LA, be accessible to other governors, staff and parents and meet governors from other schools.
  - To use time effectively by planning the year's cycle of meetings and a timetable for action.
  - To make it clear that all governors must accept collective responsibility for decisions taken at governors' meetings.

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- Construct and agree the agenda for meetings, together with the clerk, taking account of the recommendations of the head teacher and the LA and requests from other governors and keep good order in meetings.
- Ensure governors' participation in and between meetings.
- Ensure all decisions are understood and that necessary action is taken.
- Ensure governors receive all relevant information and materials.
- Check that decisions taken by the governing body are enacted.
- Ensure that governors know and follow the rules and codes of conduct ensuring democracy.
- Listen and be a critical friend to the head teacher.
- Report decisions of the governing body to parents, staff and other regularly.
- Co-ordinate the governing body role in OFSTED Inspections and LA reviews.
- Monitoring the work of the governing body.
- Attend LA briefings/Chairs/Vice-Chairs meetings wherever possible.
- Involve the vice-chair so that he/she is in a position to act if the Chair is not available.

## VICE-CHAIR OF GOVERNORS

### **Role**

To work closely with the Chair of governors in ensuring other governors are fully involved, the governing body work as a team and all governors contribute towards corporate decisions.

### **Key Tasks**

- To liaise on a regular basis with the chair and head teacher to ensure the vice chair is fully informed.
- To take on responsibilities delegated to them by the chair.
- To deputise for the chair in their absence.
- To establish and foster an effective relationship with the head teacher based on trust and mutual respect for each other's roles.
- To be seen in school regularly, attend school functions or make sure another governor represents them, work with the LA, be accessible to other governors, staff and parents and meet governors from other schools.

- To use time effectively by planning the years cycle of meetings and a timetable for action in conjunction with the chair.
- Ensure governors' participation in and between meetings. • To act as new governor mentor
- Listen and be a critical friend to the head teacher.
- Attend LA briefings/Chairs/Vice-Chairs' Meetings wherever possible.

## SAFEGUARDING GOVERNOR

### **Role**

To take the lead on Safeguarding. The “Keeping Children Safe in Education” Statutory Guidance for Schools and Colleges (July 2015) produced by the Department for Education defines safeguarding as:

- protecting children from maltreatment;
- preventing impairment of children’s health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes. Your role is to act as a critical friend to the school to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities and that the safeguarding agenda is embedded within the ethos of the school.

### **Key Tasks**

- Be familiar with current legislation on child protection and safer recruitment, the school’s child protection/safeguarding policy and be aware of changes to the regulations.

Liaise regularly with the Designated Senior Person for safeguarding (often the Headteacher), about general child protection and broader safeguarding issues in the school, record keeping systems and report back to the governing body on a regular basis. Have oversight of the single central record and ensure it is up to date and maintained in line with current guidance.

- Undertake appropriate training on child protection/safeguarding and encourage other governors to attend.
- Monitor training and development undertaken by governors to ensure at least one governor on any recruitment and selection panel for staff has successfully completed accredited Safer Recruitment training.
- Monitor progress against any outstanding actions from the governing body’s annual safeguarding audit and any other reviews/inspections.

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### **Suggested questions to ask**

- Does the school have a safeguarding policy and procedures in place that are in accordance with Local Authority guidance and is the policy made available to parents on request?
- Does the school operate safe recruitment procedures and are all appropriate checks carried out on new staff and volunteers who will work with children?
- How are child protection/safeguarding issues monitored?
- Are staff aware of the procedure that needs to be followed when they have concerns about child protection?
- Have staff and governors received appropriate child protection/safeguarding training?
- Do we run e-safety awareness training for staff, governors, pupils and parents?
- Does the school have procedures for dealing with allegations of abuse against members of staff and volunteers that comply with the guidance of the Local Authority and locally agreed inter-agency procedures?
- Is there a senior member of the school's leadership team designated to take lead responsibility for dealing with safeguarding issues and does that individual provide advice and support to all staff, liaise with the Local Authority and work with other agencies?
- Does the designated person undertake specified safeguarding training? Is this training refreshed at 2-yearly intervals to keep his/her knowledge and skills up-to date?
- Does the Governing Body set clear priorities for safeguarding and promoting the welfare of children and explicitly state these in key policy documents?
- Does the governing body demonstrate a culture of listening to and engaging the views of children in appropriate ways to their age and understanding and take account of those views in individual decisions and in the development and improvement of services or the organisation?

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- Does the Governing Body remedy any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to its attention without delay?
- Does the governing body ensure that the individual carrying out the role of the named governor is not a member of school staff?
- Is a member of the Governing Body (usually the Chair) nominated to be responsible for liaising with the Local Authority and/or partner agencies, as appropriate, in the event of allegations of abuse being made against the Headteacher?
- Does the Governing Body review its policies and procedures annually and does it complete the annual safeguarding check-list provided by the Local Authority about how duties have been discharged?
- Is the Governing Body aware of its role and responsibilities under the new OFSTED inspection framework in tackling bullying in and outside of the school setting?

## SEND GOVERNOR

### **Role**

Your role as the SEND (Special Educational Needs and Disability) and LAC (Looked After Children) Governor means that you should take a special interest in developing and maintain an awareness of special education needs and disability provision in the school on behalf of the governing body.

### **Key Tasks**

- Be familiar with the Department for Education – Special Educational Needs and Disability Code of Practice: Statutory Guidance – January 2015;
- Keep up to date on developments in SEND nationally, locally and within the school;
- Be familiar with the school's SEND policy and involved in its development and review;
- Meet the school's Special Educational Needs Co-ordinator (SENCO) on a termly basis to find out about the provision made for pupils in school and to monitor the implementation of the SEND policy;
- Understand how the responsibilities for SEND provision are led and shared within the school;
- Ensure that the SEND policy is lined to the School Improvement Plan and the budget setting process;
- Encourage the governing body to ensure that all school policies are consistent with the aims of the SEND policy;

- Visit the school to observe how pupils with SEND are actively involved in all aspects of school life;

Discuss with the SENCO and other staff the outcomes of the school's monitoring and evaluation of the progress and attainment of pupils with SEND;

Report back to the governing body on agreed indicators to be reported on by the school; Ensure that the school website publicises the required information regarding SEND provision in the school.

- To meet regularly with the Designated Teacher for looked after children in order to monitor the school's policies and procedures.
- To report to the governing body on any issues arising.
- To ensure that the governing body discusses the attainment of looked after children on a regular/annual basis.
- To ensure that the school has effective procedures for communicating with carers of looked after children.
- To ensure that, if the school does not currently have any looked after children on roll, it is well prepared to meet their needs should the position change.

### **Suggested questions to ask**

- What is the profile of pupils with SEND?
- How much time does the SENCO have for this role?
- How many staff work wholly or partly with pupils with SEND? What induction/training do they receive?
- What resources are available for SEND and how are they deployed?
- How accessible is our school building and grounds?
- How accessible is the curriculum for SEND pupils, including school visits and trips?
- What are the attendance/exclusion figures for pupils with SEND?
- What are the outcomes (attainment and progress) for pupils with SEND?
- How many looked after children are there in school and in what year groups?
- Are there any other local authorities involved?

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- What is the attainment and progress made by looked after children who are currently or have been on roll within the past twelve months in relation to all children at the school?
- Is the pattern of attendance and exclusions for looked after children different to that of all children? If so, what action has been taken to address this?
- Are there any issues arising from personal education plans (PEPs)?

Are any looked after children identified as gifted and talented and how are their needs being met?

Do any looked after children have any special educational needs or disability (SEND)? If so, how are their needs being met?

- How does the school work with the LA's virtual school team?
- Do any of the school's policies impact on looked after children and if so, how is this negated? (charging for educational visits and extended school activities)

## HEALTH AND SAFETY GOVERNOR

### **Role**

Your role as the health and safety governor means that you should take a special interest in health and safety issues and help ensure that they remain high on the governing body's agenda. Generally, the headteacher will be responsible for the day to day management of the school's health and safety policy and the communication of its requirements. The governing body has the responsibility to monitor the policy and, if necessary, to require/take additional actions.

### **Key Tasks**

- Work with the school's health and safety representative to make regular termly health and safety inspections of the school premises
- Keep up to date with current legislation relating to health and safety matters received in school or other publications;
- Attend appropriate training
- Assist in monitoring and review of health and safety policy and ensure this is completed annually;
- Ensure suitable risk assessments are carried out as set out in health and safety policy, that these are reviewed annually and suitable procedures put in place to manage risks;



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- Keep the governing body informed of health and safety issues through regular reports, covering accident statistics, results of health and safety checks etc
- ensure the annual health and safety audit is carried out and appropriate action taken where required;
- be aware of health and safety implications of matters under consideration by governing body and ensure these are understood before a decision is taken;

### **Suggested questions to ask**

- Has the governing body agreed, signed and dated a Health and Safety Policy?
- Does the policy meet statutory health and safety requirements?

Are governors clear about the division and responsibilities between the Local Authority (LA) and the school?

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?
- 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?
- Are risk assessments completed and appropriate authorisation obtained from EVOLVE (LA system) prior to school trips and visits taking place, especially for all hazardous activities and foreign journeys?
- How does the school ensure that their H&S management system is working?
- Are there facilities and equipment for providing first aid and properly trained people available in school to administer it?
- Are there regular fire drills once a term and are these recorded and reported to the governing body?
- Are all notices on health and Safety matters displayed clearly and in an understandable form?
- Where people with disabilities use the premises, have their special requirements been catered for?

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## Finance Governor

### Role

The governing body has responsibility for 'Overseeing the financial performance of the school and making sure its money is well spent' (Governors' Handbook, September 2016). Governing bodies are responsible for making sure their school's money is well spent. They should do this by making sure they have at least one governor with specific skills and experience of financial matters. and by asking questions such as:

The governing body recognises that it is accountable for the way in which resources are used and it is committed to carrying out this responsibility honestly, transparently and with integrity. The lead governor has delegated responsibility from the governing body to fulfil the responsibilities of the governing body as specifically itemised below. The FGB will operate in accordance with the provisions of the Schools Financial Value Standard (SFVS) to maintain effective arrangements for the efficient deployment of school resources.

### Key Points

The governing body will ensure the principles of Best Value are followed when making decisions.

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The principles of best value are:

- Challenge – why, how and by whom an activity is carried out;
- Compare – performance against other schools and between parts of each school;
- Consult – involving stakeholders, especially pupils and parents;
- Compete – as a means of securing efficient and effective service

In consultation with the Headteacher and taking into consideration:

- Available resources
- Sustainability of commitments
- The school improvement plan (or school development plan)
- forecast pupil numbers
- anticipated contractual liabilities
- other relevant factors

The Finance Governor to scrutinise and agree the formal budget plan(s) for the financial year and make recommendations to the full governing board for its approval. They are;

- To ensure the continued knowledge and understanding of governors in respect of the requirements of the Schools Financial Value Standard (SFVS) and ensure annual return is submitted
- To ensure the establishment and maintenance of an up to date 3 year financial plan, ensuring that current data is used to inform the 3 year plan.
- To monitor budgets for all funds under the governing bodies control, including requirement decisions, at least termly and to report significant variances from the anticipated position to the governing body.
- To establish/recommend as appropriate policies to the Governing Body. This will include a:
  - o Finance Policy
  - o Charging and Remissions Policy
  - o Governor Allowances / Expenses Policy
- To ensure the continued knowledge and understanding of governors in respect of the Schools Funding Consultation held in September each year and to provide an agreed response to the consultation.
- To monitor expenditure of any voluntary funds kept on behalf of the governing board and ensure the annual audit of these funds.

- To make decisions in respect of service level agreements and service contracts
- To consider and approve non routine expenditure (not provided within the School Improvement Plan) in accordance with the Finance Policy including recommendations from other committees.
- To monitor statistics, performance indicators and key ratios and other non-financial data affecting budgets, directing action as appropriate.
  - To receive audit reports and refer key issues to the governing board. Direct the response to such reports and ensure such reports are appropriately acted upon.
  - To undertake financial benchmarking, alert the governing body to any best value implications and make recommendations to the full governing board for best practice.
  - To monitor the proper allocation of pupil premium, sports funding, CiC funding and report to the full governing board.
  - To oversee the completion of the School's Financial Value Standard (SFVS) Return (Statutory).

### **Suggested questions to ask:**

- Are we allocating our resources in line with our strategic priorities?
- Are we making full use of all our assets and efficient use of all our financial resources?
- Are other schools buying things cheaper or getting better results with less spending per pupil?
- How can we get better value for money from our budget?
- Do we have the right staff and the right development and reward arrangements?
- What is the school's approach to implementation of pay reform and performance related pay? If appropriate, is it compliant with the most up to date version of the School Teachers' Pay and Conditions Document?

## **Whistle Blowing Governor**

### **Role**

Governing bodies of maintained schools are responsible for agreeing and establishing the school's whistle blowing procedure. The lead whistle blowing governor is responsible for ensuring a whistle blowing process is in place and understood.

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- You should base your whistle blowing procedure on your local authority's procedure
- You should appoint at least one member of staff and at least one governor who other members of staff can contact if they wish to report concerns.
- Your governing body minutes should include a record of:
  - o Your school's whistle blowing arrangements
  - o The people in and outside the school that staff members should report concerns to.

## **Informing staff**

You should inform every member of staff of your school's whistle blowing arrangements. You should also tell school staff who they can contact in the local authority in case a staff member feels they should report to someone outside the school.

Every staff member, including temporary staff and contractors, should know:

- What protection is available to them if they decide to report another member of staff.
- What areas of malpractice or wrongdoing are covered in your school's whistle blowing procedure.
- The different routes available to them for reporting a concern, including who they can approach both in the school and in the local authority.