

Harwood Meadows Primary School

Governing Board Procedures, Committee Arrangements and Delegation Structure

2024

Introduction on Committee Working

Committee working is an effective tool in managing the increasing demands and workload expected of Governing and Trust Boards with many Boards undertaking much of their business through them. It enables a smaller more strategic group of members to discuss specific matters which have been delegated to them by the full Board in much further detail. Committee membership, terms of reference and delegation structures must be agreed at a full Board meeting and changes to membership can also only be agreed at a full Board meeting. It is recommended that Committees be reviewed annually to ensure that they are fit for purpose and up to date.

Governors and Trustees may be appointed to committees to utilise their own specific skills or because of their interest in the subject area. It is important to remember that all committee meetings must be clerked and managed in the same way as a Board meeting i.e. agendas and minutes should be produced and circulated in a timely manner. Chairs of committees should be appointed by the Board or alternatively this may be delegated to the individual committees. The Head Teacher cannot be appointed as Clerk or Chair of a Committee. Whilst another governor may act as clerk to a committee meeting, it is highly recommended that an external person is employed to minute the meeting as it is often difficult to take detailed minutes whilst taking part in full discussion. The quorum for a committee meeting to take place is a minimum of three governors who are agreed members of that committee.

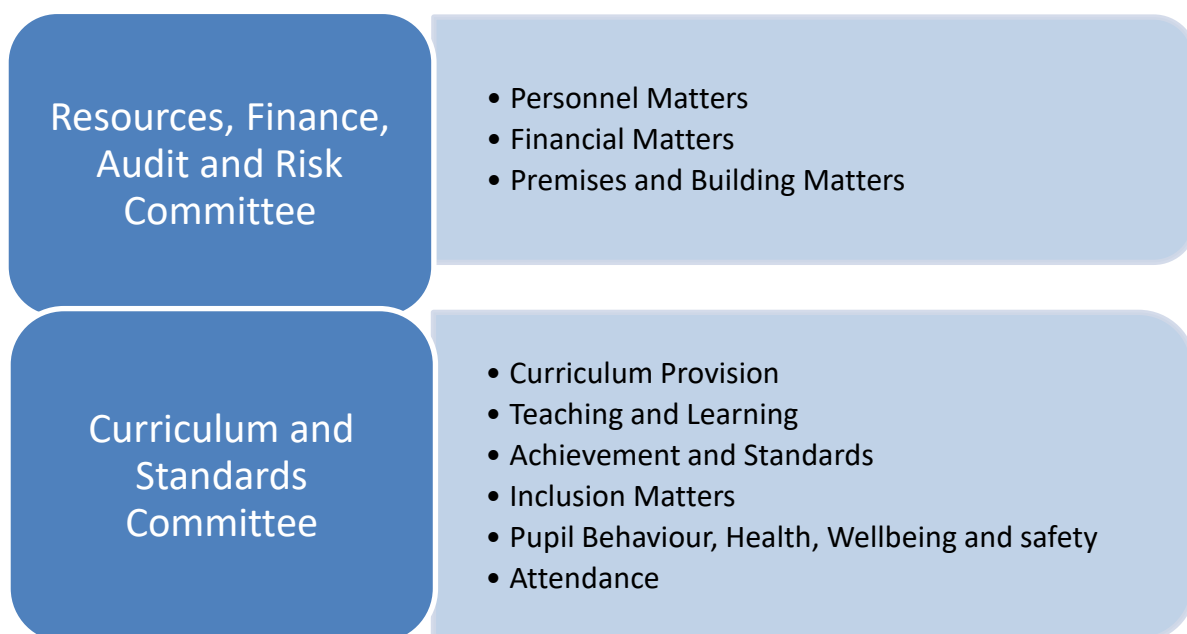
Self-Evaluation and the Ofsted Framework

Monitoring and evaluating is a key aspect of governors' strategic responsibilities and should be part of the school's overall programme for self-evaluation. It is also an essential requirement for school improvement. Committee working can assist in this process and by linking individual committees to the key judgements within the Ofsted framework, governors are able to effectively monitor and evaluate how the senior leadership team have considered these judgements and what actions or measures have been put into place to demonstrate this.

School self-evaluation also highlights the need for Governing Boards to effectively monitor and evaluate the impact of school policies on the curriculum and quality of provision.

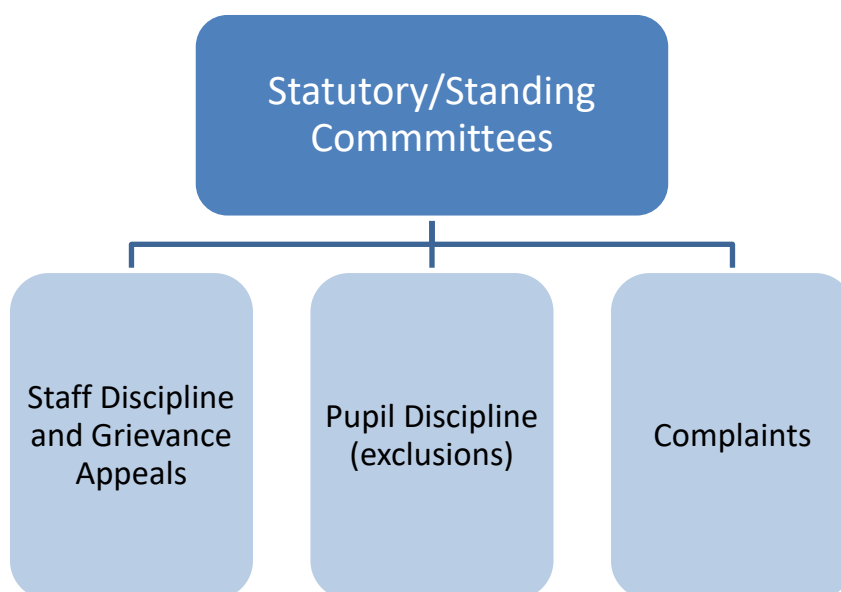
Working Committees and Key Areas of Responsibility

Working Committees manage the regular workload of the Governing Board and, where in place, it is good practice that they meet at least once per term. Specific matters and school policies may be delegated to these committees in order for a smaller group of governors to consider and where appropriate agree matters on behalf of the Governing Board.



Statutory Committees

Statutory committees only meet when required relating to matters such as staff discipline and appeals, pupil discipline and complaints.



Three Core Functions of the Governing Board

Ensuring clarity of vision, ethos and strategic direction

- clarity of vision and ethos
- engaging stakeholders
- meeting statutory duties

Holding the Head Teacher to account for the educational performance of the school and its pupils and the performance management of staff

- accountability for teaching, achievement, behaviour and safety
- strengthening school leadership
- performance managing the Head Teacher
- contributing to school self-evaluation

Overseeing the financial performance of the school and ensuring money is well spent

- solvency and effective financial management
- use of Pupil Premium and other resources to overcome barriers to learning

Governing Board role in the Effectiveness of Leadership and Management

The inspection of a school provides an independent external evaluation of its effectiveness and a diagnosis of what the school should do to improve. It is based on a range of evidence available to inspectors that is evaluated against a national framework. When conducting an inspection, Ofsted will report on the quality of education provided in the school and must in particular cover:

- The Quality of Education
- Behaviour and Attitudes
- Personal Development
- Effectiveness of Leadership and Management

The Governing Board is inspected as part of the effectiveness of leadership and management of the school and therefore will be judged under this heading. The School Inspection Handbook states that Inspectors will make a judgement on the effectiveness of leadership.

The leadership and management judgement is about how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils. It focuses on the areas where inspection and research indicate that leaders and managers can have the strongest effect on the quality of the education provided by the school.

Important Factors Include:

1. Leaders' high expectations of all pupils in the school, and the extent to which these are embodied in leaders' and staff's day-to-day interactions with pupils
2. The extent to which leaders focus their attention on the education provided by the school. There are many demands on leaders, but a greater focus on this area is associated with better outcomes for pupils.
3. Whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils.
4. The extent to which leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school.
5. Whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education. Also, whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school.
6. The extent to which leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce.
7. The extent to which leaders' and managers' high ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as 'off-rolling' do not take place and that the way the school uses the pupil premium is founded on good evidence.
8. Whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school.

Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.

Governance

Inspectors will seek evidence of the impact of those responsible for governance. In a maintained school, those responsible for governance are the school governors.

The governance handbook sets out the purpose of governance, which is to provide confident, strategic leadership, and to create robust accountability, oversight and assurance for educational and financial performance.

The governance handbook also sets out the statutory functions of all boards, no matter what type of school or how many schools they cover.

Inspectors will explore how governors carry out their core functions. For example, the clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum. Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils.

In addition, those with governance/oversight are responsible for ensuring that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. Please note that, when inspectors consider whether governors are fulfilling this responsibility, they are not expected to construct or review a list of duties.

Inspectors will gather evidence about the use of the pupil premium, particularly regarding how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact.

Governing Board Procedures Checklist

Election of Chair and Vice Chair of Governors

The Governing Board agreed the procedures for the Election of Chair and Vice Chair of the Governing Board as follows on 29 September 2014.

- 1 The length of term of office for the Chair and Vice Chair of Governors is 1 year.
- 2 The term of office for the Chair and Vice Chair will expire at the autumn term meeting and procedures for election/re-election will commence in the previous term.
- 3 That nominations be invited at the meeting.

Committee Terms of Reference and Delegation Structures

1 Resources, Finance, Audit and Risk Committee (including Pay Review)

<u>Members:</u>	Linda Berry, Gary Harvey, Ian Moore, Melanie Williamson, Nitisha Bhalla, Sue Meadows, Dianne Spencer, Ross Henderson and Head Teacher (or nominees)
<u>Chair:</u>	Gary Harvey
<u>Clerk:</u>	School
<u>Quorum:</u>	At least 3 Governors

Terms of Reference:

1.1 Personnel

- 1) To consider and recommend to the Governing Board and review as appropriate from time to time policies relating to management of staff, including the school pay and performance management policies.
- 2) To determine the staffing structure in relation to the School Improvement Plan and curriculum requirements, and in the light of resources available
- 3) To monitor and evaluate the staff development programme in relation to curriculum and professional development needs as identified through appraisal procedures and within the context of the School Improvement Plan; with consideration to the workload and well-being of staff, including the Head Teacher.
- 4) To ensure, via the Head Teacher, that entries in the Single Central Record are maintained and updated as necessary and that the relevant safeguarding checks are undertaken for employees, volunteers and governors.
- 5) At least three impartial members of the Committee to exercise delegated powers in the ~~appointment~~, management and termination of employment of staff (e.g. grievance, discipline, capability, competency, employment, redundancy) within the Local Authority model policies/procedures adopted by the Governing Board, and taking into account the resources available.
- 6) At least three impartial members of the Committee to exercise delegated powers in terms of the annual pay review, within the Local Authority model policies/procedures adopted by the Governing Board and taking into account the resources available.
- 7) To monitor appraisal procedures and ensure rigorous systems are in place for teachers' salary progression.

Appointment Delegation Structure

At least one member of the appointments panel must have completed accredited safer recruitment training either via the Local Authority's tutor led modules or online via the NSPCC website.

Head Teacher and Deputy Head Teacher

- A Selection Panel to agree the job description, person specification and advertisement, and to shortlist, interview and *recommend an appointment to the full Governing Board*
- Selection Panel to comprise **(names of Governors)** (and Head Teacher in case of Deputy Head appointment)

NB: All Head Teacher and Deputy Head Teacher appointments must be ratified at a full Governing Board meeting.

Appointment to TLR (Teaching and Learning Responsibly) positions

- Head Teacher with available Personnel Committee members

Teaching staff below Deputy Head level

- Head Teacher with available Personnel Committee members

Teaching Assistants/Non-Teaching Staff

- Head Teacher and 1 named Governor (or nominee)

1.2 Finance

Audit Committee Terms of Reference

The specific duties of the Committee shall be to:

- To review the body's internal and external financial statements and reports to ensure that they reflect best practice;
- To discuss with the external auditor the nature and scope of each forthcoming audit and to ensure that the external auditor has the fullest co-operation of staff;
- To consider all relevant reports by the Comptroller and Auditor General or the appointed external auditor, including reports on the body's accounts, achievement of value for money and the response to any management letters;
- To review the effectiveness of the body's internal control system established to ensure that the aims, objectives and key performance targets of the organisation are achieved in the most economic, effective and environmentally preferable manner;
- To ensure that the body's internal audit service meets, or exceeds, the standards specified in the Government Internal Audit Manual, complies in all other respects with these guidelines and meets agreed levels of service;

- To consider and advise the board on the body's annual and long-term audit programme;
- To consider internal audit reports, including value-for-money reports and the arrangements for their implementation;
- To review the operation of the body's code of practice for board members and code of conduct for staff;
- To consider any other matters where requested to do so by the board;
- To report at least once a year to the board on the discharge of the above duties.

Finance and Premises Terms of Reference

Subject to the requirements of the Academies Financial Handbook, Companies Act 2006 and the Charities Act 2009 the committee is authorised:

- To consider the academy's indicative funding, notified annually by the DfE and to assess its implications for the academy, in consultation with the Principal, in advance of the financial year, drawing any matters of significance or concern to the attention of the Governing Board.
- To consider and recommend acceptance/non-acceptance of the academy's budget, at the start of each financial year.
- To contribute to the formulation of the academy's development plan/raising attainment plan through the consideration of financial priorities and proposals, in consultation with the principal, with the stated and agreed aims and objectives of the academy.
- To receive and make recommendations on the broad budget headings and areas of expenditure to be adopted each year, including the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the development priorities set out in the development plan/raising attainment plan.
- To liaise with and receive reports from other Committees, as appropriate, and to make recommendations to those committees about the financial aspects of matters being considered by them.
- To monitor and review expenditure on a regular basis and ensure compliance with the overall financial plan for the academy, and with the financial regulations of the DfE, drawing any matters of concern to the attention of the Governing Board.
- To monitor and review procedures for ensuring the effective implementation and operation of financial procedures, on a regular basis, including the implementation of bank account arrangements and, where appropriate, to make recommendations for improvement.
- To prepare the financial statement to form part of the annual report of the Governing Board to parents and for filing in accordance with Companies Act and Charity Commission requirements.
- To receive auditors' reports and to recommend to the full Governing Board action as appropriate in response to audit findings.
- To recommend to the full Governing Board the appointment or reappointment of the auditors of the academy.

Financial Delegation Structure

Governing Board

- will approve the audited school fund account (account to be audited within three months from the end of the financial year)
- will approve purchases **above £10,000**
- will approve virement of funds **above £5,000**
- will receive termly monitoring reports
- will review the Committee Terms of Reference and Financial Scheme of delegation annually
- will review entries in the Register of Business Interest annually
- receive a termly report on the impact of the Pupil Premium Grant.

Finance Committee

- will approve purchases **above £5,000 and up to £10,000**
- will approve virement of funds **above £2,000 and up to £5,000**
- will be responsible for accepting tenders in line with stated policy
- with the assistance of the Head Teacher will prepare initial spending plan to support the priorities of the School Improvement Plan
- will prepare the revised spending plan, consistent with the priorities of the School Improvement Plan
- will review Service Level Agreements for continuation annually in line with the initial school spending plan.
- will be responsible for overseeing financial management procedures and standards and for reviewing standards and documentation in light of guidance
- will ensure the audit of PTFA funds and voluntary school funds for presentation to the Governing Board
- ~~will review the Office Procedures Manual annually~~
- will have regard to best value practice and ensure consistency of purchases by gaining three quotes wherever possible.
- will conduct benchmarking comparisons with other similar schools locally and nationally annually.
- will review and approve the Whistle-Blowing Policy
- will review and approve the Charging and Remissions Policy periodically.
- to monitor the impact of the Pupil Premium Grant allocation and correlate how the funding is spent to improve the outcomes for children
- to monitor the impact of the Primary PE and Sports Funding allocation to improve the quality of the PE and sport activities that are offered to pupils
- the committee to be made aware and approve any new purchase cards, charge cards and bank accounts

Head Teacher

- will be responsible for preparing a draft spending plan for submission to the Finance Committee
- will be responsible for day to day financial management including purchases **up to £5,000** and all expenditure to be in support of the school spending plan
- will approve virement of funds **up to £2,000**
- will be responsible for maintaining financial management systems
- will be responsible for administering any further delegation

1.3 Premises Management

1. To provide guidance and assistance to the Head Teacher and Governing Board in all matters relating to premises and physical resources.
2. To ensure frequent inspection of the premises and grounds, and to keep a record of such inspections and prepare a statement of priorities for maintenance and development, taking account of the LA's Building Condition Survey report, where appropriate.
3. To approve the costs and arrangements for maintenance, repairs, fittings and furniture, and redecoration within the budget allocation and to oversee the preparation and implementation of building contracts.
4. To monitor the school's compliance with Health and Safety regulations and to keep a record of all inspections and any tests that have been undertaken.
5. To receive and consider a termly report on the testing of the school evacuation / invacuation procedure
6. To receive and consider audits of the buildings and fabric and recommend remedial action if required.
7. To ensure any necessary liaison with the local authority's Corporate Property Services Department, where appropriate.
8. To monitor and review services from external providers and, where necessary, procure new services.
9. To prepare, implement and review from time to time a lettings policy for the approval of the Governing Board.
10. The Head Teacher is authorised to incur expenditure on day to day repairs and maintenance, equipment and materials within the approved spending plan.
11. To be aware of the assets inventory and to approve any disposal of assets.

2 Curriculum and Standards Committee

<u>Members:</u>	Linda Berry, Melanie Williamson, Dianne Spencer, Sue Meadows, Ross Henderson, Katharine Collingwood, Ian Moore, Nitisha Bhalla and Head Teacher (or nominees)
<u>Chair:</u>	Linda Berry
<u>Clerk:</u>	School
<u>Quorum:</u>	At least 3 Governors

Terms of Reference:

2.1 Curriculum and School Effectiveness

1. To assist the Governing Board to fulfil its statutory responsibilities for:
 - the overall school curriculum and learning programmes including the National Curriculum
 - religious education and collective worship
 - sex and relationship education,
 - equal opportunities and equality,
 - careers advice and guidance,
 - the identification, assessment and provision for pupils with special educational needs
 - Promotion of British Values (the promotion of tolerance of and respect for people of all faiths (or no faith), cultures and lifestyles to prepare children and young people positively for life in modern Britain)
2. To agree, monitor and evaluate the implementation of individual subject curriculum policies and to review them from time to time. (There is no requirement for school policies for individual curriculum subjects to be approved by the Governing Board; however, the Governing Board should ensure, through the Head Teacher, that policies are drawn up and put into practice in line with the aims, values, ethos and school improvement plan agreed by the Governing Board and in accordance with statutory requirements.)
3. ~~To monitor that learning programmes or a curriculum is provided that~~ To consider the intent, implementation and impact of the curriculum to ensure that it has suitable breadth, depth and relevance to meet any statutory requirements as well as the needs and interests of children, learners and employers, nationally and in the local community.
4. To monitor and evaluate the effectiveness and delivery of the curriculum. This should include the effectiveness and rigour of the school's assessment procedures and use of the findings to develop capacity for sustainable improvement and to narrow gaps in achievement.
5. To consider the impact of teaching and learning and progress in different subjects and year groups,
6. To regularly review the strategic direction of the school to ensure that the vision, values and ethos are current and appropriate.
7. To monitor and evaluate the effectiveness of Special Educational Needs and Disability provision.

8. To consider how the Disadvantaged Children Grant (Pupil Premium) funding and other resources are used to improve the outcomes for children and overcome barriers to learning.
9. To consider school performance in relation to comparable schools both locally and nationally in terms of benchmarking
10. To consider school performance data and monitor school targets for pupil attainment.
11. To monitor, evaluate and approve the implementation of school self-evaluation and the School Improvement Plan and to ensure longer term objectives are included as part of a 3 year Schools Development Plan.
12. To ensure that the school publishes and updates statutory information on the school website as per the School Information Regulations. (See Governance Services or DfE policy checklist) ~~(admissions arrangements, how to access the latest Ofsted inspection reports, where to access DfE school performance tables, most recent Key Stage 2/4 results, curriculum content, behaviour policy, pupil premium allocation, Governing Board duties in relation to SEN, the schools charging and remission policy, a statement of the school's ethos and values, information relating to the allocation of Year 7 English and mathematics catch-up grant if appropriate)~~
13. To approve school visits and journeys which involve an overnight stay. The Chair of the Committee to have authority to approve arrangements for those residential school visits where the visit has not been planned sufficiently in advance to obtain the approval of the Committee or the Governing Board.
14. Head Teacher to approve school visits and journeys which do not involve an overnight stay.

2.2 Pupil Welfare and Inclusion

1. To monitor and evaluate, and review where appropriate, policies relating to pupil health, safety and welfare (including safeguarding and child protection), behaviour and discipline.
2. To monitor and evaluate, and review where appropriate, policies that actively promote equality and diversity, tackle bullying and discrimination
3. To monitor and evaluate, and review where appropriate, policies relating to social inclusion (including Children Looked After) and special needs inclusion.
4. To ensure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent sexual exploitation, radicalisation and extremism
5. To ensure there are rewards systems in place which impact positively on achievement, attendance and behaviour
6. To monitor pupil attendance and absence rates and pupil exclusion rates and to consider strategies to improve them. (including children missing education)
7. To have an awareness of how the school supports children to develop confidence, resilience and strength of character through the curriculum and wider opportunities.

8. To monitor the opportunities for pupils to participate in a variety of activities, societies and clubs through extra-curricular activities.

2.3 Community

~~To be responsible for addressing issues of relationships with the community and issues of promoting the school.~~

1. To actively promote positive relationships with the wider school community and raise the profile of the school
2. To regularly seek the views of learners and parents/carers and of the school's stakeholders and partners in order to inform the Governing Board and Head Teacher in their decision making.

~~To have oversight of the development of and to monitor extended school provision and to report to the Governing Board with recommendations.~~

3. To be responsible for secondary liaison links. (primary only)

Statutory Committees

The following committees do not have a direct bearing on school self-evaluation or the Ofsted inspection framework.

Cautionary note on impartiality

The Local Authority asks Governing Boards, when appointing members to the committees, to consider whether it is advisable to appoint a governor who is paid to work at the school. Even if that governor has no direct prior involvement or previous specific knowledge, the likelihood is that the governor will have come into contact with the person who works or studies at the school and possibly formed some prior opinion about them. In these circumstances, it is difficult to justify impartiality to another party from outside the school. Given that the Governing Board must be able to clearly demonstrate that it has followed the principles of natural justice and fair play, it might be prudent not to appoint a governor who is paid to work at the school.

It is also important to consider what effect there may be on future relationships within the school if a governor who works at the school has sat on a panel and passed judgement of one of their colleagues.

1

Staff Appeals (Including Grievance and Dismissal Appeals) Committee

Members: (Linda Berry, Katharine Collingwood, Melanie Williamson)

At least 3 impartial governors (excluding the Head Teacher and staff)

Quorum: At least 3 Governors

Terms of reference:

- 1) The Committee has delegated authority to act to hear any appeal lodged under the Local Authority model staffing procedures adopted by the Governing Board.
- 2) Committee members should undertake relevant training in order to fulfil the role effectively.
- 3) The Committee must be at least equal in number and different than the Governors who heard the case at the first stage.

2 Curriculum, SEN and General Complaints Committee

Members: (Linda Berry, Katharine Collingwood, Melanie Williamson)
At least 3 impartial governors (excluding the Head Teacher and staff). Governing Boards are recommended to include one Parent Governor.

Quorum: At least 3 Governors

Terms of Reference:

- 1) To hear and make a decision on any complaint at stage 2 of the formal complaint's procedure.
- 2) Committee members should undertake relevant training in order to fulfil the role effectively.

3 Pupil Discipline Committee

Members: (Linda Berry, Nitisha Bhalla, Melanie Williamson)

At least 3 impartial governors (excluding the Head Teacher and staff). Governing Boards are recommended to include one Parent Governor.

Quorum: At least 3 Governors

To operate within the statutory procedures relating to pupil exclusions, in particular:

- 1) To consider representations about any fixed term exclusion
- 2) To consider fixed term exclusions of more than 15 days in one term (including exclusions which in aggregate come to more than 15 days) and permanent exclusions.
- 3) To consider recommendations and/or directions from the independent review panel as appropriate.
- 4) Committee members should undertake relevant training in order to fulfil the role effectively.

Nominated Governor Roles & Responsibilities

Special Educational Needs	=	Katharine Collingwood
Partnership / Link Governor for Training	=	Linda Berry
Safer recruitment / Equal Opportunities / Harassment Support	=	Head teacher and Mr G Harvey
Head Teacher Appraisal Governors (3)	=	Ian Moore, Melanie Williamson, Linda Berry,
Curriculum Team	=	Nitisha Bhalla, Katharine Collingwood, Gary Harvey, Dianne Spencer, Ian Moore, Melanie Williamson, Sue Meadows
Harassment Support	=	Gary Harvey
Wellbeing	=	Ian Moore
Safeguarding, Attendance and LAC	=	Katharine Collingwood
Health and Safety	=	Gary Harvey / Ross Henderson
EYFS	=	Nitisha Bhalla, Linda Berry
KS1	=	Linda Berry, Sue Meadows, Melanie Williamson
KS2	=	Dianne Spencer, Ian Moore, Gary Harvey, Katharine Collingwood

Academy Trust Members

Mr J Bevan, Mr I Moore, Mr Harvey

Further detailed guidance on the roles of nominated governors is available from the Governance Services Team on request.

1 Link Governor for Training

The Link Governor plays an important role in supporting the work of the Governing Board in terms of training and development. They are expected to keep abreast of local opportunities and assist the Governing Board and individual governors in assessing their training needs.

Link Governors may also work with neighbouring schools, where appropriate, to organise joint training and cluster events.

2 Partnership Governor

To act as a link between the school and the LA on matters of local educational interest, and to attend meetings of the Partnership Forum

The Partnership Forums in Bolton aim to strengthen school governance by providing information about local and national initiatives and changes in government legislation. The forums help support effective

communication between Governing Boards and the local authority and promote cohesive working within the Bolton family of schools.

3 Head Teacher's Appraisal Governors

To agree annually, with the Head Teacher, performance objectives, to monitor progress towards those objectives, to agree a review statement annually and to recommend incremental pay where appropriate.

4 Safer Recruitment Governor

To ensure school operates safe recruitment procedures and that all appropriate checks are carried out on new staff and volunteers who will work with children, including Criminal Records Bureau and Vetting and Barring Scheme checks.