

## An Induction for New Governor

Welcome to School Governance and Holmfirth JNI School. We are, apparently, the largest voluntary group in the country!

**Our School Vision** is a statement of the type of school we wish to see. In some aspects it is a reflection of what we have already achieved; in others it is a statement of how we would like to develop the School. Overall it is the common aim for everything we do from preparing lessons, to working with the children, to recruiting new staff, to improving the facilities

Holmfirth J I & N School is a place where:-

Everyone feels happy, safe and valued and enjoys their learning

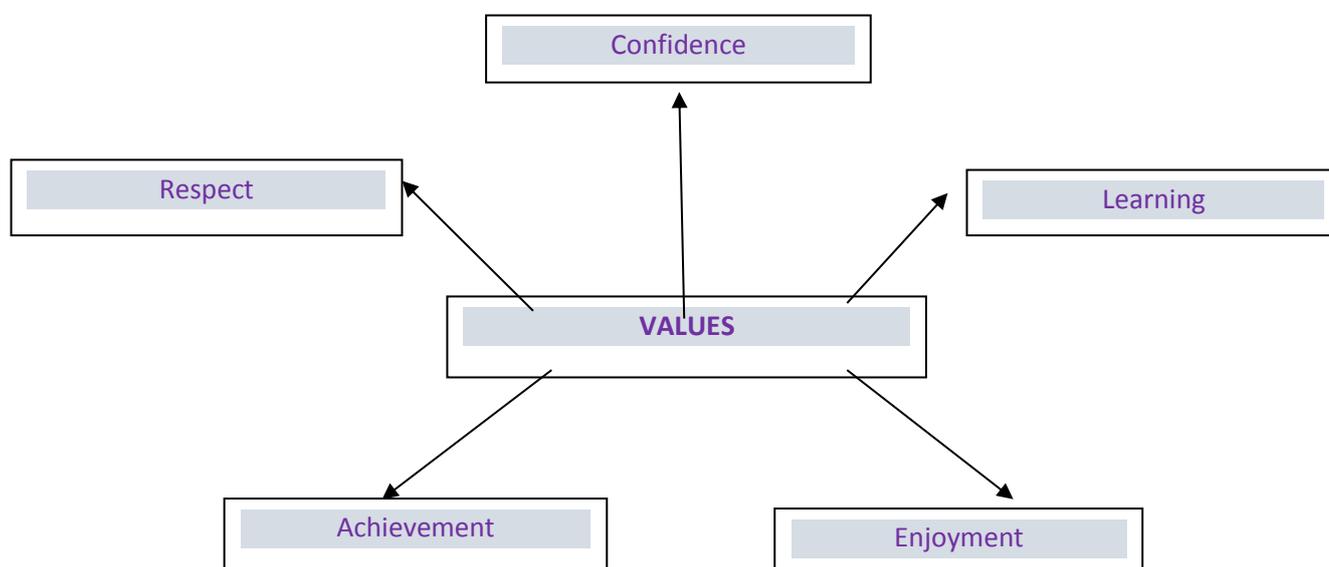
We aim to develop confident individuals who feel able to embrace new and exciting opportunities and challenges.

We create stimulating learning environments which encourages and develops adventurous lifelong learners.

We promote self- esteem by recognising and celebrating individual strengths and having high expectations that acknowledge what children and adults are able to achieve.

It is a place where we respect our individuality, our relationships and the ever changing world in which we live.

At Holmfirth J I & N School we value:



School Governors help to run the school and make a positive contribution in making a difference to education in their communities. Since September 2012 a revised Ofsted School Inspection Framework which places a greater focus on the effectiveness of governance in driving school improvement.

The main aim of the governing body is to maintain and improve the school's standards of education. Its work can be divided into 4 key areas.....

- 1) Setting the school's vision and strategic aims, agreeing plans and policies and making creative use of resources.
- 2) Monitoring and evaluating performance, to be a source of challenge and support to the Headteacher and the Senior Leadership Team to support them and challenge them in managing the school.
- 3) Ensuring that the school is accountable to the children and parents it serves, to its local community, to those who fund and maintain it, as well as to the staff it employs.
- 4) Overseeing the financial performance of the school and making sure that its money is well spent.

The Governing Body is recognised in law as a corporate body, which means it has a legal identity separate from that of its Governors.

It also means that individual Governors have no right or power to act on behalf of the Governing Body except where the whole Governing Body has delegated a specific power to that individual. The Governing Body can also decide to delegate certain responsibilities to Committees that it has established.

Governors will, therefore, take collective responsibility for the decisions reached by the Governing Body to publically support decisions.

In essence the Headteacher has the responsibility of the management of the school whether it is on a daily, termly or even yearly basis and the Governing Body has an overseeing strategic role. For a school to be an effective school all parties must appreciate, value and adhere to these roles.

The Governing Body at Holmfirth is composed of 9 Governors, we meet as a full Body 6 times a year, and each meeting will last for 2 to 3 hours and follows a pre-set agenda, which all Governors receive prior to the meeting. Reports are also sent out and it is expected that all Governors have read these reports as a great deal of the business of the meeting is based on the content of these reports. In addition to the full meetings of the Governors there are two governing body sub- committees, which meet usually on a termly basis.

There are four further statutory committees which are required by law, these meet as and when needed, but more of that later!

The Governing Bodies consist of representatives of different groups. They are:

- |                          |   |
|--------------------------|---|
| Parent Governors (PG) x2 | Parent Governors are elected by other parents at the school. They may continue to hold office until the end of their term of office even if their child leaves the school. There must be at least two parent Governors.   |
| LA Governor (LAG) x1     | Local authority (LA) Governors are nominated by the LA but appointed by the Governing Body. The LA can nominate any eligible person as a LA Governor but it is for the Governing Body to decide whether their nominee has the skills to contribute to the effective |

governance and success of the school. Only one LA Governor can be appointed.

Co-opted Governor (CG) x4 Co-opted Governors are appointed by the Governing Body on the basis that they have the skills required to contribute to the effective governance and success of the school. The number of co-opted Governors depends on the needs of the Governing Body

Staff Governor (SG)x1 Teaching and support staff who, at the time of election, are employed by either the Governing Body or the LA to work at the school under a contract of employment, are eligible to be staff Governors. Only one staff Governor can be appointed

**All the above are elected for four years.**

Other Governors The Headteacher is a member of the Governing Body by virtue of her office. The Deputy Headteacher and School Business Manager attend as associate members and attend Governing Body meetings. They are appointed so that they can contribute their specific expertise but they do not vote in Governing Body decisions.

**Attendance**

It is important that all governors make every effort to attend governing body meetings to discuss issues and make decisions. Of course there will be times when you cannot attend, in which case please ensure that you inform the Chair of Governors as soon as possible. Any governor who does not attend meetings for more than six months without the agreement of the governing body can be removed from office. If the governing body accepts apologies it has consented to absence.

**Confidentiality**

All members of the Governing Body must observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school

Governors must exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting.

Details of any governing body vote must not be revealed outside of the confines of the Governing Body

**Conflicts of interest**

We will record any pecuniary or other business interest that we have in connection with the governing body's business in the Register of Business Interests.

Likewise Governors should declare any pecuniary interest - or a personal interest which could be perceived as a conflict of interest - in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

## Dealing with Complaints

The School has procedures for dealing with parental and other complaints that tries to ensure that they are dealt with at the lowest appropriate level e.g. the pupil's teacher. Sometimes that might not be enough and a meeting with the Headteacher may be necessary.

Should a parent wish to take the complaint further it should be put in writing and addressed to the Chair of Governors who will deal with the complaint in accordance with Governing Body's procedures.

If you as a Governor receive a complaint from a parent or a third party direct them to the school in the first instance and could you contact the Headteacher and explain the circumstance and the background.

Prior to your first Governing Body meeting you will be invited to school to meet the Headteacher and to be introduced to the staff (this really is not as intimidating as it sounds!) The Head will explain the workings of the school and give you copies of important documentation which, as a Governor you must be familiar with. The head will also outline the school's safeguarding procedures. You will also be contacted by the Chair of Governors who will arrange to meet you and outline the workings of the Governing Body and, if you would like, arrange for you have a mentor Governor who can act as a 'guide' and point of reference for you.

At this meeting the Headteacher will give you a current copy of the School Development Plan (SDP); a copy of the School's Self Evaluation ( this is the document that the school assesses itself against Ofsted criteria); a copy of the last minutes from a full Governing Body meeting and copies of the School's Safeguarding, Behaviour, Special Needs and Attendance Policies.

## Visits to School

In order to be an effective Governor you will need to be able to evaluate the strategies outlined in the School Development Plan that are designed to enhance the effectiveness of the school and raise the children's attainment. Traditionally in many Primary Schools Governors have been 'attached' to a class or even a subject area, this was the case at Holmfirth however the Governing Body have made the decision that in order to gauge the effectiveness of the School and witness the progress that has been made against the SDP all visits by Governors should henceforth be linked to areas of the SDP. With the assistance of the Headteacher and the Senior Leadership Team visits are arranged so that Governors can see strategies outlined in the SDP 'in action'...you will have an agenda to help with your observations during the visit and you will be teamed with a staff member during your visit . After a visit Governors are required to complete a record of visit form, this form is then returned to the Headteacher, at the next Governing Body meeting your visit form will be shared with the rest of the body and your comments will be invited. Please rest assured it sounds far more daunting than it actually is!

As a governor it is expected that you make a minimum of 3 visits to school each academic year, each visit usually lasts between one and a half hours to three hours. As Governors it is

not within our remit to pass comment on teaching or classroom practices, nor is it an effective use of our time to sit at the back of a classroom watching the children at work.

### Statutory Committees

These committees are required by governance regulations. They are as follows .....

**Headteacher Performance:** this committee meets twice a year to assess the Heads performance against agreed criteria.

**Discipline Committee:** this committee deals with disciplinary matters concerning pupils or staff, it meets as and when necessary.

**Appeals Committee:** this committee will review outcomes from the Disciplinary if required to.

**Pay and Performance Committee:** This committee reviews the Headteacher's decisions regarding Teaching staff Performance Management. This committee meets once a year.

All of these committees consist of 3 Governors plus the Headteacher (and in the case of the Discipline Committee any concerned parties that are invited).

### Acronyms and Abbreviations

Both Educationalists and Teachers are exceptionally good at creating acronyms and abbreviations....very often they assume that Governors are equally skilled at decoding these acronyms and abbreviations! So there follows a glossary of the more common acronyms and abbreviations that litter all areas of education.....this list is by no means exhaustive

ADD            Attention Deficit Disorder

ADHD         Attention Deficit and Hyperactivity Disorder

AfL            Assessment for Learning

AGOG         Advisory Group on Governance

AHT           Assistant Head Teacher

APP           Assessing Pupil Progress

APS           Average points score

AR            Annual review

ARE           Age-related expectations

ASIP	Additional Support & Intervention Plan
AST	Advanced Skills Teacher
AWPU	Age Weighted Pupil Unit
BESD	Behavioural Emotional & Social Development
CAF	Common Assessment Framework
CDT	Craft, Design and Technology
CFC	Cared for Children (also known as LAC / Looked After Children, CLA / Children looked After, or Children in Care = ChICs)
CFF	Common Funding Formula
CFR	Consistent Financial Reporting
CIRT	Critical Incident Response Team
CP	Child Protection
CPD	Continuing Professional Development
CPR	Child Protection Register
CRB	Criminal Records Bureau (now DBS)
CYPP	Children and Young Peoples Plan
DBS	Disclosure and Barring Service
DfE	Department for Education
DFC	Devolved Formula Capital
DHT	Deputy Headteacher

DMS	Designated Member of Staff (re child protection) now DSL
DPA	Data Protection Act
DT	Design and Technology
E2L	English as a Second Language
EAL	English as an additional language
EBD	Emotional and Behavioural Difficulties
ECAR	Every Child A Reader
ECAT	Every Child A Talker
ECAW	Every Child a Writer
ECM	Every Child Matters
EHCP	Education, Health and Care Plans <i>(replacing statement of SEN from Sept 2014)</i>
EHE	Electively home educated
EHT	Executive Headteacher
EIP	Education Improvement Partnership
EFA	Education Funding Agency
EMA	Education Maintenance Allowance
EOTAS	Education Other Than At School
ETA	Educational Teaching Assistant
EWO	Education Welfare Officer

EY	Early Years
EYFS	Early Years Foundation Stage
EYDP	Early Years Development Plan
FE	Further Education
FFT	Fischer Family Trust
FGB	Full governing body
FOI	Freedom of Information
FS	Foundation Stage
FSM	Free School Meals
FT	Full-time
FTE	Fixed Term Exclusion
FTE	Full-time Equivalent
G&T	Gifted and Talented
GB	Governing Body
GTP	Graduate Teacher Programme
H & S	Health and Safety
HLTA	Higher Level Teaching Assistant
HMCI	Her Majesty's Chief Inspector
HMI	Her Majesty's Inspector

HR	Human Resources
HSE	Health, Safety and Environment.
HT	Headteacher
IAP	Individual Action Plan
IBP	Individual Behaviour Plan
ICT	Information and Communications Technology
IEP	Individual Education Plan
liP	Investors in People
INSET	In-Service Education and Training
IQ	Intelligence Quotient
ISR	Individual School Range (of salaries)
IT	Information Technology
ITT	Initial Teacher Training
KS1, 2, 3, 4	Key Stage 1, 2, 3, 4 (KS1 age 5 – 7 “Infants”, KS2 age 7 – 11 “Juniors”, KS3 age 11- 14, KS4 age 14 -16)
LA	Local Authority
LAC	Looked after Children (also known as Cared for Children, or Children in Care)
LADO	<a href="#"><u>Local authority designated officer</u></a> (Child Protection and Safeguarding)
LEA	Local Education Authority
LMS	Local Management of Schools

LSA	Learning Support Assistant
LSCB	Local Safeguarding Children's Board
MFL	Modern Foreign Language
MIFP	Manual of Internal Financial Procedures
NC	National Curriculum
NCTL	National College for Teaching & Leadership (Previously NCSL – National College for School Leadership)
NEET	Not in Education, Employment or Training
NGA	National Governors Association
NOR	Number (of pupils) on Roll
NPQH	National Professional Qualifications for Headship
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
NVQ	National Vocational Qualifications
OFSTED	Office for Standards in Education
PAN	Published Admission Number
PE	Physical Education
PGCE	Post Graduate Certificate of Education
PICSI	Pre-Inspection Context and School Indicators
PM	Performance Management

POAP	Post Ofsted Action Plan
PP	Pupil premium
PPA	Planning, Preparation and Assessment
PRP	Performance Related Pay
PRU	Pupil Referral Unit
PSCHE	Personal, Social, Citizenship & Health Education
PSE	Personal and Social Education
PSHE	Personal Social Health Education (also PSCHE including citizenship)
PT	Part-time
PTA	Parent Teacher Association
PTR	Pupil/Teacher Ratio
QCA	Qualification and Curriculum Authority
QTS	Qualified Teacher Status
R&R	Recruitment and retention
RAISEonline (online)	Reporting and Analysis for Improvement through School Self- Evaluation
RAP	Raising Attainment
RE	Religious Education
ROV	Record of Visit (by SIP or external adviser)
RSE	Relationship and Sex Education

SA	School Action
SA+	School Action Plus
SACRE	Standing Advisory Council on Religious Education
SBM	School business manager
SBSA	Schools' Business Support Agreement (see also SLA)
SDP	School Development Plan
SEAL	Social and Emotional Aspects of Learning
SEF	Self Evaluation Form
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs & Disability
SENSS	SEN specialist services
SFVS	Schools Financial Value Standard
SIP	School Improvement Plan
SLA	Service Level Agreement (See also SBSA)
SLT	Senior Leadership Team
SMT	Senior Management Team
SMSC	Spiritual moral social and cultural
SOD	Scheme of Delegation

SPAG	Spelling, Punctuation and Grammar
SpLD	Specific Learning Difficulties
SS	Social Services
SSDP	Strategic School Development Plan (See also SDP and SIP)
STEM	Science, Technology, Engineering and Mathematics
STPDC	School Teachers' Pay and Conditions Document
TA	Teaching Assistant
TDA	Training and Development Agency
TEFL	Teaching English as a Foreign Language
TES	Times Educational Supplement
TUPE	Transfer of Undertaking Protection of Employment
UPN	Unique Pupil Number
VA	Voluntary Aided
VC	Voluntary Controlled
VI	Visually Impaired

#### Online Resources

[www.DfE.gov.uk](http://www.DfE.gov.uk) Contains a range of information and resources, eg teaching and learning; pupil support; leadership & governance. The Governors Guide to the Law (the handbook for Governance) can be down loaded from here.

[www.ofsted.gov.uk](http://www.ofsted.gov.uk) Office for Standards in Education (Ofsted) inspection reports for all types of providers.

[www.nga.org.uk](http://www.nga.org.uk) The National Governors Association (NGA) represents schools governors from all state funded schools; including those from LA maintained schools and academies in England.

[www.education.gov.uk/schools/toolsandinitiatives/cuttingburdens/a00201669/statutory-policies-forschools](http://www.education.gov.uk/schools/toolsandinitiatives/cuttingburdens/a00201669/statutory-policies-forschools) Outlines the policies and other documents governing bodies are legally required to hold.

[www.ace-ed.org.uk](http://www.ace-ed.org.uk) Advisory Centre for Education (ACE) provides free independent advice centre and information for parents and carers on a range of state education and schooling issues.

[www.education.gov.uk/schools/pupilsupport/behaviour/bullying](http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying) Provides support for designing school anti-bullying policies and strategies to enforce measures that will encourage good behaviour and prevent all forms of bullying.

[www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011](http://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011) DfE (Department for Education) Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies.

[www.bullying.co.uk](http://www.bullying.co.uk) Live online support service for every member of the family on a wide range of bullying problems. [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen) Wide range of advice and materials for those involved with special educational needs and disability.

[www.education.gov.uk/popularquestions/childrenandfamilies/specialeducationalneeds](http://www.education.gov.uk/popularquestions/childrenandfamilies/specialeducationalneeds) Popular questions about issues affecting parents and carers of children with special educational needs, including guidance about statementing.

[www.governorline.info](http://www.governorline.info) Offers free, confidential advice, information and support to school governors, clerks and individuals directly involved in the governance of maintained schools, academies and free schools in England.

[www.education.gov.uk/schools](http://www.education.gov.uk/schools) Contains a range of information and resources for the schools workforce.

[www.tes.co.uk](http://www.tes.co.uk) Times Educational Supplement website provides a daily news service and teaching resources.

[www.guardian.co.uk/education](http://www.guardian.co.uk/education) provides up to the minute coverage of education news and access to professorial networks.

[www.bbc.co.uk/learning/](http://www.bbc.co.uk/learning/) Provides online learning resources for schools, parents and teachers.

[www.direct.gov.uk/en/Parents/index.htm](http://www.direct.gov.uk/en/Parents/index.htm) help and support for parents and carers on their child's schools, learning and development matters.

[www.schoolsnet.com/uk-schools/schoolHome.jsp](http://www.schoolsnet.com/uk-schools/schoolHome.jsp) School reviews written by parents, for parents

[www.clerktothegovernors.co.uk](http://www.clerktothegovernors.co.uk) provides a wealth of clearly written advice, which tends to avoid excessive `education` speak. It also probably the most up to date source of new acronyms and abbreviations.

GOVS BIT

How do Governors get to know the school....visits

Statutory committees

SDP and SEF code of practice

Links i.e DfE (Govs handbook) and governor net etc

Glossary of acronyms