

ROLE DEFINITIONS for Furlanesend Community Primary School Governing Body

Adopted by the Board on 10th December 2015

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A. Individual Governor roles

A1. Chair of Governors

1. To ensure the business of the Governing Body is conducted properly, in accordance with the instrument of governance and the governor handbook
2. To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all governors have an equal opportunity to participate in discussion and decision-making.
3. To establish and foster an effective relationship with the Headteacher based on trust and mutual respect for each other's roles. The Chair has an important role in ensuring that the GB provides both support and challenge to the head and upholds the strategic direction.
4. In the event of a tied vote in a meeting the Chair may vote again as a 'casting vote'.
5. To work with the Clerk and Head to plan meeting agendas and ensure the accuracy of the minutes.
6. The Chair may take urgent action on behalf of the GB when it has not been possible to call a full meeting or when not to act would be detrimental to the school. Actions taken should be reported to the GB as soon as possible.
7. No employee of the School can be Chair.
8. The Chair should ensure that the Complaints procedure is being followed and is made available to all stakeholders.
9. To support the governors in following the code of conduct and fulfilling their monitoring of school improvement plan. To ensure that all governors are aware of their roles and responsibilities in this and all other aspects of governance.
10. To manage the induction of new governors to ensure that they are supported and provided with all information to enable them to become effective members as quickly as possible
11. To communicate effectively and openly with the Area Advisor
12. To be aware of the health and wellbeing of the staff, to promote the role of a health and wellbeing champion and take all appropriate actions to support this initiative.

A2. Vice Chair of Governors

1. To stand in for the Chair when he/she is unavailable. When the Vice Chair is in place they have the same responsibilities and casting vote as the Chair.
2. It is important for the Chair and Vice Chair to have a close working relationship.
3. No employee of the School can be Vice Chair.

A3. EYFS Governor

1. To be familiar with EYFS provision, policies and procedures and monitor their use within the school.
2. To meet with the EYFS coordinator and report back to the GB on:
 - a. Progress made through the school action plans, monitor, evaluate success and impact of actions
 - b. Review CSIT reports and triangulate information by observing planning and delivery of learning.
 - c. Performance data, targets, attainment and progress
3. When possible attend EYFS open events for parents.
4. No employee of the School can be EYFS governor.

A4. Pupil Premium Governor

1. Have up-to-date knowledge of the school's Pupil Premium provision, including funding and deployment of staff/resources.
2. To monitor progress made through the school action plans, evaluate success and impact of actions and report to the GB

3. Ensure that the Pupil Premium provision is integrated into the School Improvement Plan.
4. Monitor and report to the GB the progress and attainment made by Pupil Premium pupils in comparison to:-
 - a. Their peers
 - b. Their progress the year before
 - c. The national data

A5 SEN Governor

1. In conjunction with the head teacher and SENDCo, monitor that the SENDCo policy and approach to meeting the needs of SEN pupils is followed and is effective.
2. Monitor progress made through the school action plans, evaluate success and impact of actions, report to the GB
3. Annually perform a 'learning walk' with the SENDCO to monitor whether all pupils can access learning. The areas of focus for the learning walk will be provided by the SENDCO.
4. When possible, attend parents SEN events
5. Have up-to-date knowledge of the school's SEN provision, including funding and deployment of staff/resources.
6. To monitor the impact of steps taken to support the more able pupils.
7. Monitor that SEN provision is integrated into the School Improvement Plan.
8. Monitor and report to the GB the progress made by SEN and more able pupils in comparison to:-
 - a. Their peers
 - b. Their progress the year before
 - c. The national data

A6 Safeguarding/whistleblowing Governor

1. Meet schools Designated Safeguarding Lead termly and:
 - a. Check the s.175 form of Education Act return
 - b. Review action plan
 - c. Review training needs and make recommendations to the GB (safer recruitment, e safety, team teach, tier 2)
 - d. Discuss effectiveness of safeguarding related policies
2. Read departmental advice document 'Keeping Children Safe in Education'
3. Check single central record termly.
4. Visit school to review how the safeguarding and whistleblowing ethos is communicated to staff.
5. Ensure Safer Recruitment procedures are followed.
6. Act immediately to report any child protection deficiencies that come to appropriate person and the GB.
7. No employee of the School can be the safeguarding governor.
8. To ensure that the school promotes e safety awareness for all stakeholders and safeguards the e safety of children whilst on the premises

A7. Development Governor

1. To assist the development of the governing body with clear succession planning and ensure that staff and parent governor vacancies are filled promptly.
2. To research and promote training opportunities

A8 Data Governor

1. To have a good understanding of data tracking systems used within schools.
2. Have access to RAISEonline and County Desk Top monitoring (DTM) Data and be able to understand and interpret them.
3. To review information on the Data Dashboard.
4. To meet with a member of the senior leadership team to discuss Data provided by RAISEonline and DTM and internal termly pupil progress reports.
5. No employee of the Trust can be the data governor.

6. To monitor the termly reports of pupil progress and attainment of the following pupil groups across the school and highlight areas of concern to the governing body.
 - a. Boys
 - b. Girls
 - c. Children working just below age related expectation
 - d. SEND
 - e. More able pupils
 - f. Free school meals
 - g. Pupil Premium
7. Identify the data issues to be discussed at LGB meetings.
8. Encourage and support all governors on the LGB to understand the schools performance data and be confident in discussing it.

A9 Health and Safety Governor

1. To provide support and guidance for the Headteacher and LGB on all matters relating to the school premises, grounds, security and health and safety.
2. Annually, to inspect the premises and grounds and assist with the preparation of a statement of priorities for maintenance, redecoration and improvements for the approval of the Board.
3. Use agreed procedures to monitor and review the schools adherence to the following policies:-
 - a. Health and Safety policy
 - b. Premises management
 - c. Accessibility Plan
4. To monitor schools compliance with all health and safety regulations and to report any serious concerns immediately to the appropriate person.
5. To review near miss and accident/incident reports and report to the Headteacher and LGB any concerns or actions required.
6. To ensure effective risk assessment are held on school server.
7. Support the premises manager in the compiling of the termly premises report to the LGB. The Health and Safety Governor should annually review the effectiveness of this report.
8. Termly premises report prepared by the site manager to include:-
 - a. Statutory tests information, including date done, date due, actions taken and actions required
 - b. Reactive works
 - c. Improvement works
 - d. Planned works
 - e. Building Surveys

A10 More Able children Governor

1. To monitor the progress made by children identified as being 'more able'
2. To visit the school and discuss the provision for more able children and the impact it has upon their progress
3. To report to the full governing body any concerns or successes regarding the progress and development of our more able children.

A11 Attendance governor

1. To monitor the attendance of all pupils on a termly basis, discuss any concerns with the head and report to the FGB
2. To monitor the punctuality of the pupils arriving in school and report any concerns to the Head and FGB
3. To monitor the impact of any actions taken to improve the attendance at school.
4. To ensure that the school is working with outside agencies as required
5. To ensure that the school follows recommended procedures related to missing children.

A12 Sports Premium Governor

1. Monitor that leaders effectively use the PE and sport premium and measure its impact on outcomes for pupils.
2. Report use of Sports Premium funds to the FGB and publish on the website
3. Review how much PE each student group gets every week and what is the quality
4. Review the strategy for how PE and sport contribute to the wellbeing, leadership and academic achievement of our students

B. *Joint Governor roles*

B1. *Governors' responsibilities linked to the School Development Plan*

1. The LGB will appoint a named governor to be responsible for monitoring each target on the School Development Plan.
2. Each appointed governor should report progress each term/half term to the LGB, thus ensuring focussed visits occur.
3. To liaise with the appropriate member(s) of staff.
4. To visit the school with the purpose of gathering information concerning their area of responsibility and to increase their knowledge of the School.
5. To report as required to the LGB on developments and progress within their area of responsibility.
6. To raise the profile of the area of responsibility when related matters are considered by the LGB.

B2. *Governors' responsibilities to Communicate with Stakeholders*

1. Parents
 - a. To ensure the school website is regularly updated and holds current information about the LGB
 - b. Attend school events
 - c. Review the Ofsted 'Parent View' website and actively encourage parents to visit the site.
 - d. Consult with and seek the views of parents
2. Pupils
 - a. A governor should attend school council meetings at least once per year in order to seek the views of the pupils
 - b. Pupils can be invited to attend governors meetings, for example, year 6 children could present to the LGB about their experiences within the school
 - c. Visit school regularly and take the opportunity to interact with pupils
3. Staff
 - a. Have an active engagement in school life
 - b. Attend school events
 - c. Consult with and seek the views of the staff as and when appropriate
4. Community
 - a. To support and encourage engagement with communities, local and further afield, outside the school
 - b. To attend, if appropriate, events which provide good educational links for the children outside the direct school community
 - c. To ensure the school website holds current information related to community linked events and relations
5. Reporting.
 - a. Examples of good communication between the LGB and stakeholders should be recorded in the LGB minutes

B3. *Governors' responsibilities for performance data*

1. All governors should make use of training opportunities available to ensure that they can understand data with confidence and skill
2. All governors should be able to fully engage with discussions about the performance of their school
3. Performance data might include:-
 - a. Pupil learning and progress
 - b. Pupil applications, admissions, attendance and exclusions
 - c. Staff absence, recruitment, retention, morale and performance
 - d. Quality of teaching

Appendix 1

Governor / Roles Matrix.

School:.....

Last updated:.....

Role	Governor name	Category	Date took over
Chair			
Vice Chair			
Data			
EYFS			
Finance			
SEN			
H&S			
<i>SDP targets:</i>			

