



Governors Induction Handbook ~ Version 4



Sarah Abdulla ~ Headteacher
Kevin Evans ~ Chair of
Governors

**Teagues Bridge
Primary School**

**Teagues Crescent,
Trench.**

01952388450

A2191@telford.gov.uk

Inspiring Today's Child
for Tomorrow

INTRODUCTION

In becoming a school governor, you are taking on one of the most important and valuable roles in education and the strategic leadership of a school. To help you understand your role, you will be given a good deal of information. It is important that you don't feel swamped by this but see it as background and reference to help you fulfil your undertaking.

The headteacher of the school and officers of the local authority can provide professional advice and support. Governors can develop their own knowledge through training and other materials available locally and nationally.

Welcome to Teagues Bridge Primary School Governors' Handbook

Governors have an enormously important role to play in running our schools and helping to provide the best possible education for our young people.

Thank you for being a governor and welcome to Teagues Bridge Primary School's Governing Body.

About this Handbook

This handbook is designed for new governors and those with more experience. If you are a new governor, please don't feel you need to read and understand the whole handbook immediately.

The handbook will introduce you to the basics; will give you a better understanding of your role and how to get to grips with all the information available about how things are going at our school. It will also explain the role and responsibilities of the Governing Body in more depth. If you are an experienced governor, this handbook will provide a valuable point of reference and a source of guidance.

Welcome to Teagues Bridge Primary School!

Thank you for agreeing to be a Governor at our school. I am pleased that you have been able to join our Governing Body, which is committed to year on year success and happiness for every child who attends Teagues Bridge Primary School.

Being a Governor is an extremely important role, in terms of holding the school to account and meeting the needs of all pupils. It is also important that you represent all stakeholders of the school, so that the whole school community's needs can be met.

As a Governor, you will bring a wealth of experiences and views to the role and we look forward to you sharing these with the rest of the Governing Body.

Mrs Sarah Abdulla, Headteacher

Our Contact Details

Teagues Bridge Primary School.
Teagues Crescent,
Trench
Telford
Shropshire
TF2 6RE

Tel: (01952) 388450

Email: sarah.charles@taw.org.uk

School email: a2191@telford.gov.uk

About Us

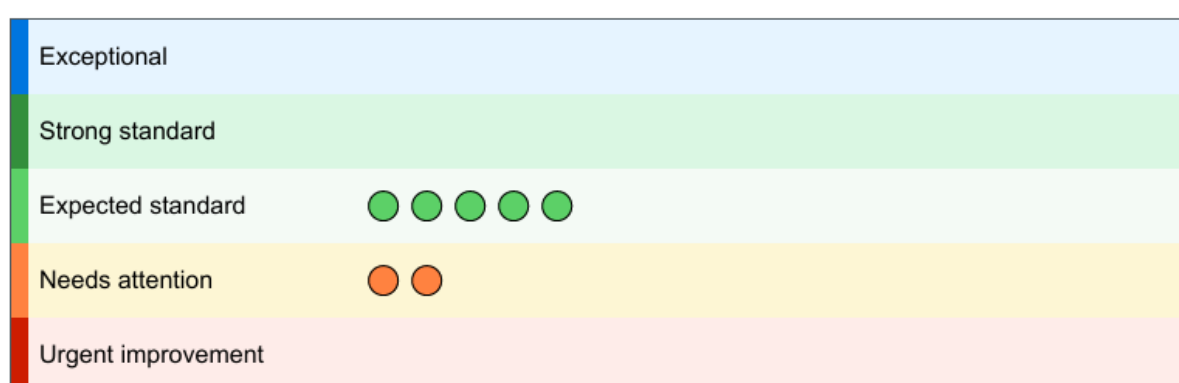
Teagues Bridge Primary School is situated in Trench in the North of Telford. The catchment area runs from Hadley, Trench and Donnington. There are 258 children on roll, 80 pupils are entitled to Pupil Premium Grant. 74 children are entitled to FSM. We have 2 children under a

special guardianship and one child who is adopted. We have 38 children on the SEND register and 7 children with an EHCP. 89 children come under the EAL category. 102 of our children are classed as disadvantaged, this includes PPG, FSM, Services, CIC, SEND. We have 5 children identified as young carers.

The children enter school from a variety of socio-economic backgrounds and with a range of pre-school experiences. Many of the children starting reception have attended the local nursery or other pre-school facilities locally. A small number of children have had no pre-school provision.

The school consists of 9 bases and a range of additional rooms to meet the needs of individual children and groups of children. We have 'The Lodge', this is our enhanced provision for our most complex needs. We have our sensory room and games room; these are to help children who are experiencing dysregulation. We have the library where children can go and read and choose books and within this, we have an intervention area for those children who require a calming environment to help them achieve their potential. Around school we also have safe spaces where children can sit or work when they are finding the classroom too stressful.

In June 2026 OFSTED inspected the school and we received the following report card.



Next steps from the inspection:

- Leaders should ensure that misconceptions are identified precisely and addressed promptly and that teaching is adapted effectively so that pupils secure essential knowledge before moving on.

- Leaders should ensure that pupils develop and apply foundational skills securely so that achievement becomes more consistent across the school.

Results at the end of EYFS, Year 1 phonics, Key Stage 1 and 2 are at or above national expectations, this has not always been the case, the trend is on an upward trend.

End of KS2 results summer 2025:

SATS	ARE 2025	National Average	Greater Depth 2025	National Average GD
Reading	73%	75%	15%	33.2%
Writing	80.5%	72%	12%	12.8%
Maths	78%	74%	20%	26.1%
SPAG	78%	72%		
Combined (R,W,M)	66%	61%	2.4%	8.3%

- GLD was well above the National Average at the end of the summer 2025. 85%, National average = 69%.
- Phonics screening results were above national average at the end of summer 2025. 98% achieved the phonics screening, National average = 80.4%
- Disadvantaged groups outperformed their peers in the end of KS2 SATS achieving 78% in reading and non-disadvantaged achieved 73%.
- Internal data indicated that by the end of KS1 children's outcomes are in line with National average.

2025 Early Years Good Level of Development	School	National
---	---------------	-----------------

2025 Phonics outcomes	School	National
Y1 Phonics (cohort) 39 pupils	97.5%	80.4%
Y1 Phonics disadvantaged 9 pupils	100%	66.9%
Y1 Phonics SEND 4 pupils	100%	37.9%
Y1 Phonics EAL	100%	
Y2 Phonics 2 pupils	0%	58.7%
Y2 Phonics disadvantaged 1 pupil	0%	52.7%
Y2 Phonics SEND 1 pupil	0%	37.9%
GLD (cohort)	85%	69%
Disadvantaged 5 pupils	67%	
SEND 4 pupils	50%	
EAL	75%	

KS1 data 2025:

SATS	ARE 2025	National Average	Greater Depth 2025	National Average GD	ARE 2024	Greater depth 2024	ARE 2023	ARE 2022	PPG ARE 2024	PPG greater depth
Reading	74%	68.3%	21%	18.8%	68%	18%	70%	53%	55%	38%
Writing	74%	60.1%	13%	8.2%	59%	13%	70%	58%	50%	13%
Maths	71%	70.4%	13%	16.3%	66%	26%	70%	58%	63%	25%

SPAG	77%	/	8%	/	59%	13%	70%	61%	50%	13%
Combined (R,W,M)	63%	56%	5%	/	56%	10%	60%	53%	50%	13%

The school is committed to the raising of standards in all areas through a subject lead curriculum

Teagues Bridge Primary School is committed to safeguarding children, and all successful applicants are subject to a Criminal Records Bureau and other relevant employment check.

[Finding out about Teagues Bridge Primary School](#)

Every school is unique. In order to be an effective governor, you will need to know about our school and its pupils. This is essential so that you can support and challenge the school effectively.

Teagues Bridge Primary Governing Body has an induction programme for new governors which will give you an opportunity to:

- Visit the school; meet the Headteacher, Chair and perhaps the Clerk
- Run through key paperwork so you are familiar with the main documentation and know what to expect to receive for each meeting.
- Find out what issues are currently being dealt with by the Governing Body.
- Attend your first meeting and be introduced to your fellow governors

If there is anything you are unsure of please ask.

You can't be an effective governor if you don't know what's going on.

Over the first few months it will help if you gain a broad understanding of:

- Your roles and responsibilities as a governor - reading this guide is a great start!
- How the teaching and support staff and classes are organised.
- The level of achievement of the pupils at Teagues Bridge Primary School compared to other similar schools.
- The school budget - *and how the school budget is planned, managed and monitored.*
- The school buildings - a tour will highlight accommodation and maintenance issues.
- Future plans - *the Chair or Head Teacher will take you through a summary of the School Improvement Plan and the Governors' Action Plan.*

How is the Governing Body Structured?

Governor Categories

It is recognised that people from many walks of life can make a valuable contribution to the raising of educational standards and so the Governing Body includes a range of different categories of individuals. Teagues Bridge Primary Governing Body will be made up from the following categories, but the mix may vary:

- **Parent Governors** are exclusively parents or carers of children at the school. They are elected by a ballot of parents but can be appointed by the governing body if not enough people stand for election. The parent must have a child on the school roll on the day of election.
- **Staff Governors** are selected by election from teaching and support staff that are paid to work at the school.
- **Co-opted Governors** are appointed by the governing body to reflect the interests of the local community. They may bring specific skills and experience to the work of the Governing Body.
- **Local Authority Governors** are appointed directly by the Local Authority. Local political parties are entitled to select and appoint these governors. “Non-political” appointments can also be made in certain circumstances.

Please remember that as a governor you serve as an individual and NOT as representative of any particular group. However, you may be able to contribute to discussions using the knowledge and experience you have of those groups.

[Positions within the Governing Body](#)

- **Co-Chairs of the Governing Body**

Governing bodies are required to elect a Chair and Vice-Chair or two members who are elected to Co-Chair, neither of whom may undertake paid work at the school. The posts are held for a minimum of one year as agreed by your governing body. The Chair, Vice-Chair or Co-Chairs are normally elected at the first full Governing Body meeting of the year. Currently at Teagues Bridge the Co-Chairs are elected at the first full Governing Body meeting in the Autumn term and will hold the post for a period of one year.

- **The Clerk to Governors**

The appointment of a good clerk to governors will greatly assist the smooth running of the governing body. They are more than just a minute taker; their duties include:

- Pre-meeting paperwork- under the direction of the chair, preparing and distributing meeting agendas and associated paperwork.
- Taking minutes and chasing actions.
- Conducting the election procedure for the Chair and Vice-Chair.
- Advising on statutory requirements relating to governing body meetings and procedural issues.
- Maintaining a database of contact details, terms of office, etc. for governors.
- Keeping up to date on governing matters and distributing information to governors.

- **Link or Named Governors**

These are governors who have a responsibility, delegated to them by the full Governing Body, to carry out a function on their behalf (e.g. Health & Safety or for an area of the curriculum). Governors are also linked to a particular class and Subject Leader.

MEET THE GOVERNORS

Our team of governors are all volunteers, parents, school staff and people from our community with a range of experience and expertise who have an interest and desire to improve education for the children in our care. They attend training courses to ensure they have the necessary knowledge and skills to support the Head and senior leadership team in the effective running of the school.

The main roles of the Governing Body:

- To have a strategic view of the school ~they focus on helping the schools strategy for improvement so that pupils learn most effectively and achieve highest standards.*
- To act as a critical friend ~ They provide the head teacher and staff with support, advice and information, drawing upon member's knowledge and experience. This is critical in the sense of the governing body's responsibilities for monitoring and evaluating the school's effectiveness and a friend because the governing body exists to promote the interests of the school and the well-being of the pupils.*
- To ensure accountability ~ The governing body is responsible for ensuring good quality education in the school. The head teacher and staff report to the governing body on the schools performance and the governing body has the right to discuss, question and refine proposals, whilst always respecting the professional roles of the head teacher and other staff and their responsibilities for the management of the school. In turn the governing body answers*

for its actions, above all to the parents and the wider local community for the schools overall performance.

The normal term of office for a school governor is four years. Our board of governors has 8 members. Under the reconstitution it was decided by the head teacher that 8 is an adequate number and will ensure the board is always quorate. It will be made up of 2 parent governors, 1 teacher governor, a chair, a vice chair and 3 other members from the community (this will include a local council representative where possible). Through the reconstitution we have ensured that our governors have a range of skills and expertise.

MEET THE GOVERNORS

COMMUNITY GOVERNORS:

Mrs Sharron Jones

Mrs Clair Jenkins

LOCAL AUTHORITY GOVERNOR:

Reverend Kevin Evans

PARENT GOVERNOR:

TEACHER GOVERNOR:

Mrs N. Woods

HEAD TEACHER:

Mrs S. Abdulla

Governors' relationship with the Headteacher

It is essential that governors have a clear understanding of the role of the Headteacher and that they form a good and effective working relationship that, in turn, facilitates good leadership and management. The Headteacher is responsible for the day to day running of the school and the governors should not get involved in this. The governor's role is

not, however, to simply rubber-stamp every decision of the Headteacher.

The LGB has a right to discuss and question whilst always respecting the professional roles of the Headteacher and staff. The LGB answers for its actions to the Trust Board, parents, and the wider local community for the performance of the Academy.

Effective governance

The core features of effective governance include the LGB having:

- A broad and balanced range of skills, with all governors demonstrating commitment and offering diverse perspectives to ensure appropriate internal challenge.
- The right people contribute effectively under the leadership of the LGB Chair and operate within an explicit code of conduct.
- Clear governance structures with clearly defined remits, particularly in relation to the functions delegated to committees.
- Clear separation between strategic and operational role of the LGB and the Academy leaders; 6
- A positive relationship between the LGB and its Academy leaders enabling robust constructive challenge on the basis of a good understanding of objective data particularly on pupil progress, staff performance and finances.
- Robust processes for financial oversight and business planning, with effective controls in place to ensure compliance, propriety, and value for money; and
- Processes for regular self-evaluation, review and improvement including skills audits, training and development plans, and independent external reviews as necessary.

Safeguarding & Prevent

- At Teagues Bridge, safeguarding is taken very seriously with a high level of priority. All governors are required to hold an enhanced DBS check. All governors are required to read key documents such as “Keeping Children Safe in Education” and undertake relevant Child

Protection and Prevent training. Certification of such training is recorded by the school and made available to inspectors, if requested during an Ofsted visit.

- Governors are also expected to attend the termly safeguarding update in school and the Safeguarding governors (Kevin Evans and Sharron Jones), should attend the LA safeguarding termly update.
- If during any visit to the school a governor has any concerns over a child's wellbeing then these should be reported to one of the Designated Safeguarding Leads who are Natalie Woods (Deputy Headteacher), Georgia Goring (Keystage 2 lead) and Erin McInnes (Inclusion mentor).

Inspection

- Schools are inspected by Ofsted. As part of every inspection, the quality and effectiveness of governance is a central part of the overall judgement on the leadership and management of the school. Ofsted has published the criteria that inspectors will use to judge the effectiveness of a School's governance (The School Inspection Handbook 2025).
- Any governors may be required to attend a meeting with the Ofsted Inspector during an inspection. As strategic leaders of the school, governors will be part of the inspection process. The criteria include a strong focus on how governing bodies use data to challenge and hold the Headteacher to account and how they evaluate their own impact and develop their own skills. They will also want to know what the priorities for the school are and how these are being addressed.

Register of Business Interests

- The LGB and senior staff have a responsibility to avoid any conflict of interest arising between any external business and personal interests with the interests of the Academy. All governors and senior staff are required to complete a relevant disclosure form which is retained by the Clerk.
- Registers of declared interests are also maintained by the Clerk and published for governors' consideration at each termly meeting of the LGB. The register for governors is further published on the school's websites, in accordance with statutory guidance.

Governing Body meetings - what to expect

Governors generally meet three times a year as a full Governing Body. Each meeting will have an agenda and associated papers distributed at least a week before the meeting. Standard items are likely to include a report from the Headteacher, updates from the main committees, items from the Local Authority and issues raised by any correspondence received by the chair of governors. Teagues Bridge has a protocol for putting forward agenda items to avoid issues being raised at the last minute under “any other business”.

For binding decisions to be made a full Governing Body meeting must be quorate i.e. at least one half of the governors in post must be present. Associate members do not count towards the quorum.

We also have a second governing body meeting each term - Line of enquiry meeting, where we meet to be strategic, review the lines of enquiry and agree the next lines of enquiry and monitoring. Each governing gives feedback as a result of any monitoring. They must also share next steps. The new lines of enquiry are discussed along with types of monitoring and dates to carry this out. All forms of monitoring require a note of visit to be completed after the meeting and forwarded to the headteacher.

Committees

Most Governing Bodies set up committees to deal with specific areas of responsibility, such as curriculum or finance. Committees are designed to help governing bodies’ cope with their wide range of duties and responsibilities by spreading the workload and allowing issues to be examined in detail.

The Governing Body agrees the “terms of reference” for each committee, i.e. what the purpose of the committee is what powers it has and how it will operate. Committee arrangements should be reviewed every year (in the autumn term) to make sure they are working in the best interests of your school and the Governing Body.

Teagues Bridge governing body has the following committees:

- Curriculum and General Purposes Committee (Committee 1) See annex
- Finance Committee (Committee 2) See annex
- Appeals
- Disciplinary
- complaints

[How do Committees relate to the Governing Body?](#)

Minutes of sub-committee meetings are taken by the appointed clerk and are submitted to the full Governing Body for either:

- Consideration and approval of recommendations.
- Formal receipt.
- Noting if the committee has delegated powers.

The documents are then filed as part of the public record. Dates of committee meetings are planned well ahead and dovetail with those of the main governing body so that minutes and /or reports can be submitted and read by other members of the full Governing Body as quickly as possible to ensure there are no unnecessary delays in decision making.

[Delegation of Powers](#)

The Governing Body can opt to set up two kinds of committee:

- Those that advise and make recommendations.
- Those given delegated powers which are entitled to take decisions on behalf of the whole Governing Body.

Governing bodies can also set up working parties to undertake particular tasks and report back to the full Governing Body. Individual governors can take on particular tasks and/or make decisions on behalf of the Governing Body, but only when specifically given this responsibility by the Governing Body.

The Chair is usually given authority to act on behalf of the Governing Body in case of urgent business. This is usually done in conjunction with the Headteacher. Any actions of this nature are reported at the next full governors' meeting.

[Appeal Hearings](#)

Most decisions governing bodies make relate to the running of the school. However, there are a number of instances where the Governing Body will need to make judgments on issues relating to individual pupils or members of staff. Procedures need to be in place to consider:

- Staff disciplinary matters.
- Exclusion of pupils.
- Complaints.
- Appeals by parents in respect of the National Curriculum.
- Staff grievances.
- Redundancy (managing change).

Teagues Bridge Governing Body has established an appeals panel and complaints committee to handle these issues. Governors from committee 1 will act as the first stage committee (hearing). Governors from committee 2 will act as the appeals committee. The quorum (the minimum number of people required) for such committees is three governors. All hearing and appeal panels must have a clerk to make sure that governors receive the administrative support and procedural and legal advice they need. Where an appeal concerns employees, governors are entitled to advice on employment issues from the Local Authority's Human Resources team. The panel will receive advice independent from that offered to the head teacher.

[Governing body terms of reference](#)

The governing body terms of reference, the membership of committees and dates of meetings are in the Annex papers.

[The Roles and Responsibilities of the Governing Body](#)

The Governing Body's roles and responsibilities fall into the following key areas:

Strategic Direction ~ School Vision

OUR VISION

At Teagues Bridge our vision is to be an outstanding school at the heart of the community. We are dedicated to developing our children to become well-rounded citizens, who show empathy and respect and who value the diversity of our community and the wider world. We want to ensure our children grow into caring, responsible, and positive members of the community through promoting the British Values and spiritual, moral, social, and cultural development. Together we will develop children to be confident, respectful, resilient, individuals who are in tune with their emotions. They will be confident in speaking out and talking about their mental health. Children will know how to behave appropriately, to follow rules and make a positive contribution to society. Through a child-centred, engaging, and meaningful curriculum, which is underpinned by developing a love of reading, children will leave with the skills to become lifelong learners. They will know how to keep themselves safe and how to be safe in the local community and the wider world. Children will develop an awareness of local, national and global issues which effect the world we live in, both now and in the future.

Responsibility	Expect Success	Safety and Self Control	Positive Attitude	Equality for all	Creativity	Teaching and Learning
Children will express themselves effectively, respecting other's thoughts, feelings, and opinions.	All children develop self-confidence and courage to believe that they can and will succeed.	There are high expectations of behaviour for all, and children are taught to manage conflict and emotions through self-regulation.	Children take pride in themselves, their school, and their learning.	Children will have a voice to challenge prejudice and stereotypes to ensure we are an inclusive school	Children will develop a thirst for knowledge through a broad and balanced curriculum that inspires curiosity and teaches children essential knowledge and skills.	Children are given time to reflect on their ideas, use their initiative and develop independent learning skills.
Children develop a sense of responsibility by contributing to a range of roles within school e.g. school parliament, SAS crew, office helpers, librarians, playground pals etc	Dreams and Aspirations are harnessed and nurtured.	Children are supported to manage their emotions and are encouraged to develop effective learning behaviours.	The importance of mental well-being is promoted and children can use strategies to maintain a healthy body and mind.	To provide an inclusive environment that celebrates diversity and teaches children to appreciate the world around them.	Every child is given the opportunity to develop their interest and skills through a wide variety of enrichment activities and events.	Children will be confident in using ICT to enrich their learning experience in school and the wider world.
Children will be responsible citizens and will contribute to the wider society. Caring to charity events.	Children, staff, governors, and parents alike are passionate about progress and every success is celebrated.	Children learn how to keep safe in school, the community and online and are secure in developing healthy relationships with others.	Children can express emotions and feelings in an appropriate way and know when to seek support.	All learners, families, and cultures – regardless of gender, ethnicity, faith, orientation, and disability – are of equal value.	Children will ask questions, follow a line of enquiry and be successful problem solvers.	Supportive and stimulating learning environments will engage children and allow them to know and remember more.
Children will take responsibility for their actions, will understand consequences, and will know the difference between right and wrong.	Children will feel safe to make mistakes and develop their resilience to learning.	Children will know what to report to support a zero-tolerance approach to any form of bullying or harm e.g. child-on-child abuse and sexual harassment.	Our school ethos and values teach children to have a strong moral compass.	Children learn the significance of equal opportunities, and human rights. They become increasingly aware of the significance of these principles to citizenship and democracy, preparing them for life in modern Britain.	Learning is exciting and engaging through a range of memorable experiences.	A love of reading is harnessed throughout every child's learning journey. Reading is promoted in all areas of the curriculum. We are a school that foster a love of reading.

- Setting aims for the school.
- Agreeing policies, plans and targets for improvement to match those aims.
- Monitoring and evaluating the impact of the policies.

Support, Monitor & Evaluate (Critical friend)

- Asking relevant but probing questions in a supportive, honest and trusting manner.
- Monitoring the impact of the policies and plans.

Accountability

- Holding the Headteacher and staff to account for the performance of the school.
- Accounting to the parents and others for the work of the Governing Body in deciding the strategic direction of the school.
- Setting the terms of reference for those individuals, committees and working parties to which the Governing Body delegates tasks.

Legal Accountability .

The powers and duties of the Governing Body are summarised below:

- **Budgets** - determining how to spend the budget allocated to the school.
- **Staffing and performance management** - deciding the number of staff, the pay policy and performance management policy and making decisions on staff pay.
- **Curriculum (including Religious Education and collective worship)** - ensuring that the curriculum is balanced and broadly based, and that the National Curriculum and religious education are taught.
- **Target setting** - setting appropriate targets for pupil achievement at Key Stage 1 and 2
- **Discipline/Exclusions** - establishing a discipline policy and reviewing exclusions.
- **Admissions** - setting admissions policy and considering appeals (in certain schools only).
- **Standards** - ensuring a strategic and systematic approach to promoting high standards of educational achievement.
- **Reporting and results** - reporting on assessments and examination results.
- **Policies** - deciding how, in broad strategic terms, the school should be run.

- **Appointments** - appointing the Head and Deputy Head and other staff.
- **Inspection follow-up** - agreeing with the Headteacher an action plan after inspection.
- **Other statutory functions** relating to premises, insurance, health & safety, school organisation and information for parents.

What are my Personal Responsibilities?

- To support and challenge the headteacher and Teagues Bridge Primary School.
- To promote the school within the parent community
- To regularly attend full governors' meetings and committee meetings once a term.
- To attend line of enquiry meetings once a term.
- To offer support during challenging times
- To meet with your link teacher once a term
- To visit the school each term.
- To always follow the confidentiality policy and never discuss children, parents, staff outside of the school setting.
- To follow the governors code of conduct. This is included with this handbook
- To complete notes of visits
- To follow the social media policy when visiting such sites in your personal life.
- To attend the termly safeguarding updates, this can be done via TEAMS if you can't make this in person

Collective responsibility

As a governor you will always act as part of a team with collective responsibility. You may be relieved to know that so long as decisions can be shown to have been taken in good faith neither the governing body nor individual governors have any legal liability.

However, you may be asked to take on a task on behalf of the Governing

Body. For example, to sit on an appointment panel, or help monitor a particular aspect of the school's work. Remember that individual governors have no authority to act on behalf of the Governing Body unless they have been specifically asked to do so. Beware of letting your enthusiasm lead you into taking actions unless the task has been formally delegated to you by the governing body.

Practical issues

Certain expectations apply for all governors:

Attendance - it is very important that governors make every effort to attend as many meetings as possible since at least half the governing body must be present to ensure binding decisions can be made. If something comes up preventing you from getting to a meeting let your clerk or chair of the relevant committee know the reason as early as possible. A governor can be disqualified if they fail to attend 2 or more meetings over six months without giving apologies or where the governing body rejects their apologies.

Meetings can be face to face or via TEAMS.

Committees - much of the work of the governing body is done through committees. Speak to your chair to ensure you play a part in the committee, which would benefit most from your individual talents and skills.

Preparation - allow sufficient time to read meeting papers before the meeting to ensure you are clear about the issues.

Be ready to ask informed questions - you may find it helpful to make a note of them on your paperwork. Never forget that you are not there to rubberstamp the decisions made by others. Make sure you make a contribution and have your say.

Confidentiality - many of the discussions in which you will be involved will need to be considered confidential for one reason or another. **It is essential that all governors take this responsibility very seriously.** Regulations require that signed minutes of meetings are made available

on request. The Governing Body will need to decide what information, if any, can be released earlier.

Relationships - the relationship between the Governing Body and Staff is a critical one. It must be based on a mutual respect and understanding that the privileged position Staff and Governors are in, must not be used to an unfair advantage. For example:

- Contacting the Headteacher for any other reasons other than matters relating to being a Governor.

Presenting a United Front - for the good of the school, the governing body must present a united front at all times. Lively debate is a healthy part of the decision-making process during meetings, but it is the responsibility of all governors to support a decision once it has been reached, even if the vote went against you. The Governing Body's monitoring will show if an agreed action does not have the required positive impact on the work of the school.

Reflection - a good Chair should make it easy for all governors to participate. It is worth reflecting on how well you have contributed to each meeting.

[Principles for Decision Making](#)

It is important that any action you take on behalf of the Governing Body should be conducted in a proper and responsible manner. The Committee for Standards in Public Life (Nolan Committee) came up with seven key principles for anyone holding public office, which can be applied to your work as a governor:

SELFLESSNESS

Act only to benefit your school and not in order to gain financial or other advantages for yourself, your family or friends.

INTEGRITY

Avoid being placed under any financial or other obligation to outside individuals or organisations that might seek to influence you in the performance of your duties.

OBJECTIVITY

Make choices based only on merit when it comes to things like making staff appointments, awarding contracts or recommending individuals for rewards and benefits.

ACCOUNTABILITY

Recognise that you must submit yourself to appropriate scrutiny.

OPENNESS

Accept the need to give reasons for your decisions and restrict information only when the wider public interest clearly demands.

HONESTY

Declare any private interests relating to your duties as a governor and take steps to resolve any potential conflicts.

LEADERSHIP

Promote and support these principles by leadership and example.

Conflicts of Interest

Governors should declare interest, withdraw from meetings and not vote where they have:

- A direct or indirect pecuniary interest in (i.e. they could benefit financially from) any proposed contract or other matter being discussed.
- Where there may be any other conflict between their interest and that of the Governing Body.
- Where a fair hearing is required and there is reasonable doubt about their ability to act impartially.

A governor employed at the school (other than the Headteacher) must withdraw from consideration of pay or appraisal for any member of staff (including themselves) and the Headteacher must withdraw from any discussion about his or her own pay or appraisal. If you are a Staff Governor you are not taken as having a pecuniary interest in any other matter involving employees of the school unless you have a greater interest than that of employees generally.

Governors Code of Conduct

Code of Conduct for Governors

This code sets out the expectations on, and commitment required from school governors, trustees and academy committee members in order for the governing board to properly carry out its work within the school/s and the community. It can be amended to include specific reference to the ethos of the school. Unless otherwise stated, 'school' includes academies, and it applies to all levels of school governance.

This code can also be tailored to reflect your specific governing board and school structure, whether that is as a maintained school or academy, either as a single school or group of schools. Where multiple options are given, i.e. senior executive leader / headteacher and governor/trustee/academy committee member, please amend to leave the option relevant to your governing board.

Once approved by the governing board, the Code will apply to all governors/trustees/academy committee members.

This Code should be read in conjunction with the relevant law and for academies, their articles of association and agreed scheme of delegation. It should be adapted as appropriate depending on the governance setting and level of delegation. However, its guiding principles should be retained regardless of the governance setting and level of delegation afforded to it.

NAME OF SCHOOL: Teagues Bridge Code of Conduct for GOVERNORS

Once this code has been adopted by the governing board, all members agree to faithfully abide by it.

We agree to abide by the Seven Nolan Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs

We will focus on our core governance functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
NGA recognises the following as the fourth core function of governance:
4. ensuring the voices of stakeholders are heard

As individual board members, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. **For those working within a multi academy trust:* We will fulfil our role and responsibilities as set out in our [scheme of delegation](#).
3. We will develop, share and live the ethos and values of our school/s.

4. We agree to adhere to school/trust policies and procedures as set out by the relevant governing documents and law.
5. We will work collectively for the benefit of the school/s.
6. We will be candid but constructive and respectful when holding senior leaders to account.
7. We will consider how our decisions may affect the school/s and local community.
8. We will stand by the decisions that we make as a collective.
9. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
10. We will only speak or act on behalf of the board if we have the authority to do so.
11. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
12. When making or responding to complaints we will follow the established procedures.
13. We will strive to uphold the school's / trust's reputation in our private communications (including on social media).
14. We will not discriminate against anyone and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role :

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.

7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships :

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community/communities.
2. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
3. *We will work to create an inclusive environment where each board member's contributions are valued equally.
4. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality :

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the [register of business interests](#).
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school/trust's website.
5. We will act in the best interests of the school/trust as a whole and not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests,

7. category of governor/trustee and the body responsible for appointing us will be published on the school/trust website.
8. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

**The Governing Body of School adopted this code
of conduct on 5th November 2025**

The Chair of Governors will sign the Code at the first governing body meeting of each school year.

Signed.....

Printed name.....

Date.....

The Seven Principles of Public Life

Selflessness

Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.

Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.

Objectivity

In carrying out public business, including making public appointments, awarding contracts or recommending individuals for rewards and benefits, holders of public office

should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this.

Honesty

Holders of public office have a duty to declare any public interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership

Holders of public office should promote and support these principles by leadership and example.

From the 'Second Report of the Committee on Standards in Public Life', The Nolan Committee, 1996

[What can I contribute?](#)

[My skills and experience](#)

There is no formal requirement for a governor to have any particular knowledge or experience, but all governors will need to be committed to:

- The desire to secure the best possible education for young people.
- Acting with fairness, tact, diplomacy and integrity.
- Equal opportunities.
- Working as a member of a team.
- Participating in training, development and self evaluation.

- Having a positive attitude towards resolving problems.

Other more specific areas of skill, knowledge and experience can be put to good use such as: a good understanding of the local community; experience of working with children; financial or business experience; building, maintenance or computer skills; confidence in managing a team or chairing meetings or an understanding of the particular issues faced by children and young people with special educational needs. Make sure you let your Chair know about your skills and experiences - they are sure to come in useful!

[Training](#)

Training is planned to maximise the collective skills of the Governing Body as well as the needs of individual governors. Once you have settled into your role, you will need to liaise with the Chair of Governors or Headteacher to discuss what training you might need and what is available locally.

[Where to go for help](#)

The more skilled and knowledgeable you are as a governor, the better you will be able to help the school. In the first instance you can seek help from the Chair of Governor or the Headteacher.

[School Improvement Plan](#)

The School Improvement Plan (SIP) is a document setting out how the school plans to raise pupils' achievements and, in particular, what the school's **priorities** are for improvement.

- The main purpose is to **help staff focus their energies on raising standards** .
- The plan will help governors **understand, support and challenge** . Inspectors and Local Authority officers will wish to see it.

- The plan links to the School's Self-Evaluation Form (SEF) which sets out the school's analysis of its strengths and weaknesses, especially in relation to pupils' achievements. Significant weaknesses revealed in the SEF should lead to a priority in the SIP.
- It is not a legal requirement to have a SIP, but good schools do and it would be a concern if schools do not have a clear plan to raise standards or to maintain standards that are already high.
- The plan will not only state what the priorities are, but what the school is trying to achieve, how the Headteacher expects to do it and what it will cost.

How does the School Improvement Plan help raise standards in the school?

As a Governor you need to recognise that whilst there may not be enough time, money or energy in the school to do everything you must remain focused on the most important thing - deciding what **must be done to raise pupils' standards of achievement**. These plans will help you concentrate on raising standards.

If pupil standards of achievement are not as high as they should be, a key part of your role as a governor is, in a supportive way, to **challenge why things aren't improving (and, where appropriate, why the school is not tackling an obvious weakness)**.

Funding and Financial Management

In law the Governing Body is responsible for all money received by the school. This includes the allocated funding from the Government, grants, bursaries, gifts and donations. It is the Governing Body's responsibility to manage it efficiently and check on a termly basis that school funds are being used wisely in order to raise standards of education for the pupils in your school.

- Governors need to approve budgets, not only showing how the money is to be spent during each academic year, but also an outline of spending plans for the next three to five years.
- The Local Authority delegates money from central Government to the Governing Body through a formula based mainly on pupil

numbers and age profile and the number of children with special educational needs.

- Additional money is sometimes provided direct from the Government to support specific initiatives.
- Subject to the school policy, governors are able to generate additional funding for the school through lettings, grants, donations and fund-raising events.

The Headteacher draws up provisional budget models in conjunction with the Facilities Committee for discussion with the whole Governing Body. It is important to take into account:

- The needs and priorities of the school as set out in the SIP, and the School's SEF
- Staff costs will be about 80% of the budget. They need to be calculated including employer's contributions, potential pay increases, increments, recruitment costs and any sick pay when setting the staffing budget. Governors should consider annually whether their staffing levels continue to meet the needs of the pupils and the school.
- Premises costs include repairs, ground maintenance and energy bills.

The remainder of the money is allocated to fund school improvement targets, Government initiatives, administrative costs, staff and governor training, resources and a contingencies budget.

The Headteacher monitors and reports on the finances of the school to the Finance Committee and full Governing Body on a regular basis. The Governing Body may decide to transfer money between budget categories during the year if appropriate. The Headteacher or Finance Committee can take such decisions if they have been properly delegated. It is important that proper notes are made on the decisions and actions taken.

[What do Governors need to know or do about school funding and financial management?](#)

To ensure that the school is providing value for money you need to:

- Set a framework for financial management.
- Be confident your assets are being managed well.
- Be satisfied that spending is being carried out wisely.
- Be clear about the benefits of expenditure on improving learning.
- Compare your expenditure with similar schools.

How does good financial management help raise standards in the school?

All schools are limited in the budget they have available. Careful monitoring and sound decision making processes will ensure money is allocated appropriately to fund the priorities set out in the SIP which will in turn help raise standards.

Monitoring and Evaluation

Monitoring means finding out whether or not agreed actions have been taken.

Evaluation means making a judgement on whether these actions have had the desired impact on standards and whether there is a better way to achieve the same impact.

For example:

- Receiving an update on progress with the purchase of new books for the school library and looking at how frequently the library is used is: **monitoring**.
- Receiving a report on the impact of purchase and use of the new library books on reading standards in the school and deciding whether they are being used to best effect is: **evaluation**.

What do governors need to know or do about monitoring and evaluation?

- As a governor you must understand how Teagues Bridge School is monitoring its “key outcomes” such as SAT’s results, attendance

- rates, pupil progress and the other priorities in its improvement plan.
- Governors play a part in the monitoring and evaluation process by **asking for reports or gathering information** so they can consider how aspects of the improvement programme are going.
 - Most schools will have a policy on monitoring and evaluation and an annual programme of monitoring and evaluation activities. Governors should be aware of the programme so they can contribute to the process. This will be through the line of enquiry meetings and monitoring is identified on this document.
 - All schools will have a designated School Improvement Advisor (SIAs) who will regularly contribute to the school's self-evaluation cycle.

How does monitoring and evaluation help raise standards in the school?

It is unlikely you will have any impact on standards if you take action without deciding in advance what you are trying to achieve, making sure it happens and reviewing the impact. Regular monitoring and evaluation enable governors to take early action when issues are identified during the year rather than being taken by surprise by, for example, lower than expected test results.

Where can I find out more?

- Look at your School Improvement Plan and see if it fits with the principles of monitoring and evaluation set out above.
- Look at your monitoring and evaluation policy and ask for the annual programme of monitoring and evaluation activities.
- By attending the meetings with Local Authority Officers or School Improvement Partners on the work of the school, governors' representatives will be able to provide the full Governing Body with an informed view of progress.

The role of the Link Governors in monitoring and evaluation

Teagues Bridge has "link governors/line of enquiry" attached to individual subjects or aspects of the school's work. Each Governing

Body will need to plan with the Headteacher what the governor is expected to do as part of their line of enquiry.

This may include:

- Getting to know about legislation, Ofsted criteria for evaluating the subject provision and local and national issues impacting on the subject.
- Meeting regularly with the subject leader to keep up to date with:
 - Staffing arrangements and training.
 - The condition and availability of resources and how they are used.
 - Curriculum and timetable arrangements.
 - Special needs provision.
 - Assessment and recording procedures for the subject.
- Acting as the link between the subject leader and the Governing Body about the subject.
- Attending any in-house training connected with the subject/aspect.
- Observing lessons in that subject and gaining a greater understanding of the key features of the subject and the way it is taught (**but remember that the purpose of classroom observations is to gather information, not to make judgments about the quality of teaching**).
- Finding out about any local activities linked to the subject and considering with the subject leader how pupils might be able to get involved with them.

Remember that you are not acting as a teacher, nor an inspector, but as a source of support and as a critical friend of the school. It may take time for the role to be fully understood and accepted. Ensuring that meetings and class observations are well planned will help this.

In addition to “line of enquiries”, it is strongly recommended that governing bodies have a named link governor for the following areas:

- Special Educational Needs.

- Health & Safety.
- Safeguarding
- Prevent
- Heads performance management

[How well is Teagues Bridge Primary School doing?](#)

The most important part of your role as a "critical friend" to your school is **to help raise achievement and ensure that every child reaches their full potential.**

To do this effectively you will need a good understanding of your school's strengths and weaknesses. There is an almost overwhelming amount of information available to help you do this:

- School Improvement Plan (SIP)
- Head teachers report to governors.
- Summary Report.
- Teacher assessment of pupil levels.
- Statutory tests results.
- School Self Evaluation Form (SEF).
- Ofsted inspection reports.
- Data on behaviour and attendance and personal development.
- Information relating to the quality of teaching and learning.

Don't be daunted by this list - you do not need to have an in-depth understanding of all this information. However, you will need to gain some grasp of what each is telling you about how well your school is doing.

You will also need to get an impression of pupils' behaviour at school and their personal development through visits to the school.

[Teacher Assessments](#)

- Teachers should establish the knowledge and skills of each pupil when they first start school. This is very important as it provides information on how much 'value' the school is adding for each child as they move through the school.
- Pupils need to be assessed regularly to find out how well they are

progressing and to help teachers plan and improve the learning that takes place.

- Teacher assessment procedures should include verbal or written feedback on how well the pupils are achieving and what they might do to improve their performance.
- Teachers keep detailed notes of the progress of individuals in all areas of learning and these are used to write reports for parents at least once a year.

How well are we doing as a Governing Body?

The Governing Body is responsible for making sure that it evaluates the effectiveness of its role in supporting the school and the Headteacher in carrying out the leadership and management of the school. Teagues Bridge Primary School's Governing Body undertakes an annual self-evaluation, the results of which contribute to the Governing Body's Development Plan.

It is vital that the Governing Body is fully involved in setting a clear direction for the school leading to improvements and the promotion of high-quality education and care provision.

How well am I doing as a Governor?

Once you have become well settled in your role as a governor, here are some questions you may wish to consider:

- Do I understand my duties and responsibilities? If not, do I know where can I go for support?
- Am I attending all meetings?
- Am I arriving on time and well prepared?
- Am I accessing training opportunities?
- Am I using my personal expertise for the benefit of the school?
- Am I prepared to engage in discussion?
- Am I asking challenging questions?
- Have I personally been able to contribute to developing the

strengths of the school?

- Have I shared in celebratory events?

Remember to ask questions and raise issues which you believe are in the best interests of your school based on sound factual knowledge and understanding of local conditions. At the same time always act in a constructive, sensitive and supportive manner.

[School Policies](#)

Teagues Bridge School has policies covering most aspects of the school's work. Some are required by law and some by governors to assist with the smooth running of the school. Policies are intended to ensure that consistent principles are applied to practice across the school. They are not intended to detail how every conceivable event that might arise will be dealt with.

Policies should also enable school staff, governors, parents, Local Authority officers and Ofsted inspectors to identify at a glance the practice they can expect to see at Holmer Lake School.

[The Governing Body's role in Policies](#)

The governing body is the policy making body for the school. Their involvement in the practical preparation will depend on the type of policy. For example, the work involved in curriculum policies will be mostly within the remit of the school staff. Others, such as the pay policy, will need more governor involvement. Policies can be drafted or reviewed by the head teacher, other staff or by governors, but either the full governing body or one of its delegated committees, where appropriate, must approve the policy or any amendments. The full governing body or committee is also responsible for monitoring whether the practices in the school reflect the written policy, and whether it's having the anticipated impact on standards of achievement.

[Where can I find out more?](#)

The Local Authority have developed a number of model policies that it recommends schools adopt or use as the basis for their own policies, particularly in complex and sensitive areas such as pay and employment. These can be found on the governors pages of the Local Authority website.

[Visiting the School](#)

[Why is it helpful to me?](#)

You will get to know more about your school, so that you can better carry out your responsibilities as a governor. It will demonstrate to the staff and pupils that you take your responsibilities seriously and that you are interested in what they do.

[When can I visit the school?](#)

- Remember, an individual governor does not have an automatic right to visit the school
- Our Governing Body has a clear structure in place, which will provide an excellent reason, and opportunity for you to visit the school, for example each governor may be allocated:
 - an area of school activity
 - a year group
 - a class
 - an area of the curriculum

Each governor can then become involved in, and gain an understanding of, an aspect of school life requiring visits in preparation for a report back to the full Governing Body.

The Headteacher and staff may extend invitations to the Governing Body to join them at:

- The Christmas concert
- Christmas dinner
- Sports Day
- Social assemblies
- Open afternoons
- Staff/Governor training sessions
- Staff Meetings
- School trips.
- Leavers assembly ~ end of the summer term
- Staff meetings

Try to accept some of these invitations to visit and become involved.

[Some guidance/hints before making a formal visit to the school](#)

- Liaise with the Head /Deputy and make an appointment to visit; explain whom you want to see and what you want to do, such as observe a class, meet the head
- Visits make heavy demands on your time and that of the staff, therefore it is important to ensure it is **useful** to the work of the Governing Body
- The visit should relate to your responsibilities as a governor - gaining information and impressions to help the task of governing
- You are making observations in order to inform the Governing Body. You are not in your school as an 'Inspector'
- An individual governor has no right to pass a judgement on teaching and learning - power and rights lie with the **whole** Governing Body.

[What could I do when I make a visit?](#)

- Make sure you have read the protocol for Governor Visits.
- Make sure that you have a specific reason for your visit, know what the purpose is, what you will be looking at and why!
- Make sure the details of the arrangements have been clarified with the Head/Deputy.
- Immediately you arrive, call in at the school office in order to announce your arrival
- Remember the basic courtesies. The manner in which you introduce yourself to the staff will set the tone for everything that follows
- Be quick to praise and slow to make judgments. Never make critical comments in class
- Never leave a lesson without thanking the teacher, making it clear that you appreciate the opportunity to visit and take part
- Try to have a word with the teacher prior to the lesson to explain the purpose of the visit and how it relates to your responsibilities
- Try to establish with the teacher the extent to which you can

participate in the lesson. A governor who is keen to join in with interest and enthusiasm may help to ease tensions

- Try not to take notes during a lesson, this makes the visit appear to be more like an inspection. If you distrust your memory, try to have gaps in the programme for making notes after lessons
- Above all, remember that your presence as a governor in the classroom will probably affect the lesson and depending on the layout of the school it may affect all the classes.

What about after the visit?

- Try to build into the visit time afterwards for a 'feedback' discussion, involve staff and the Headteacher
- Make sure you thank whoever hosted the visit, in writing.
- Your visit should enrich the Governor Body's, as well as your own, understanding of the work of the school. This could be achieved through presenting a written or verbal report to the Governing Body at your next meeting. The staff member you are meeting with will provide you with a Governors' Note of visit form

Helpful hints for new governors

- Don't be afraid to ask questions.
- Be prepared by ensuring that you have read all paperwork prior to meetings and, if there is anything you are unsure about, seek clarification via the Chair, Headteacher or the Clerk in advance.
- Make sure that you are familiar with key documents such as the Raising Attainment Plan and familiarise yourself with the Academy website and the key policies.
- Get to know the Academy and the staff.
- During meetings, you can express your views on matters within the agenda. Any personal concerns should be raised with the Chair or the Clerk outside of the meetings.
- It may be useful for you to shadow another experienced governor during Academy visits initially to gain insight into the workings of the LGB.

- Read external documents such as the DfE Governance Handbook and Competency Framework.

Governor Induction Checklist

Name.....

Date.....

Meeting with Chair of the LGB Areas that will be covered:

- o Meeting the Headteacher
- o A tour of the Academy
- o Overview of the role of a governor
- o Academy vision and ethos of the Academy
- o Current issues facing the Academy
- o Allocation of a governor mentor Documents for new governor to complete
- o Contact details form
- o Governor skills audit form*
- o Consent form*
- o Business Interests disclosure*
- o Governor Code of Conduct*
- o ID documents/DBS checks *provided by the Clerk either prior to formal appointment Governors will receive (and should read*)
- o Schedule of meeting dates
- o Minutes of the last full LGB meeting*

- o Latest Headteacher's report*
 - o Latest version of KCSIE*
 - o A copy of the Child Protection Policy*
 - o Comprehensive setting-specific introduction to SEND*
 - o Relevant statutory training (GDPR, Prevent, Safeguarding etc.)
- Governors should also read
- o The Child Protection Policy
 - o KCSIE
 - o DfE Governance Handbook & Competency Framework
 - o Terms of Reference for Local Governing Boards
 - o Scheme of Delegation
 - o Academy staff list
 - o Academy Prospectus
 - o Academy vision and aims
 - o Academy Newsletter
 - o Latest Ofsted Report
 - o Key Academy Policies (on the website)
 - o Pupil Premium Statement
 - o Parent View
- Useful Sources of Information:

www.dfe.gov.uk Department for Education website.

The Governance Handbook can be found here. www.ofsted.gov.uk
Office for Standards in Education website www.nga.org.uk

The National Governance Association website

Appendix 4

FEATURES OF EFFECTIVE SCHOOLS

Effective schools generally share certain characteristics:

Professional Leadership The Headteacher is the professional leader of the school. An effective Headteacher is purposeful, fully involved in what goes on in the classroom and helps to make sure that staff have opportunities to show leadership and participate in making decisions	Monitoring Progress Staff systematically monitor and evaluate the achievements and progress of all pupils and of the school as a whole
Shared Vision and Goals Staff and Governors work together with clear aims and vision and with a common ambition	Pupil Rights and Responsibilities The school promotes pupils' self-esteem. It encourages them to take responsibility, particularly for their own work
Rich Learning Environment The school provides a climate in which pupils are able and willing to learn. The atmosphere is orderly and purposeful, and the working environment is attractive	Purposeful Teaching The quality of teaching is high, particularly because lessons are efficiently organised, have a clear purpose and are well structured. The teaching takes account of the fact that different pupils learn in different ways.
Teaching and Learning The school's activities have one central purpose – to help pupils to learn and achieve their full potential	A learning Organisation The school presents learning as something that is for the adults working there, as well as for pupils. The school provides training and development for all staff including school-based staff development.
Clear and High Expectations The school has high expectations of its pupils. The expectations are communicated clearly to pupils and lessons are challenging	Home-School Partnership Relations between home and school are supportive and co-operative. Parents get actively involved in their children's work and in the life of the school
Positive Reinforcement Discipline is clear and fair. Staff ensure that pupils know how they are doing and	



**THE SCHOOL GOVERNANCE
(CONSTITUTION) (ENGLAND) REGULATIONS 2012
("THE REGULATIONS")**

**INSTRUMENT OF GOVERNMENT
MAINTAINED COMMUNITY SCHOOL**

1. The name of the school is:
TEAGUES BRIDGE PRIMARY SCHOOL
2. The school is a Maintained Community School.
3. The name of the governing body is:
THE GOVERNING BODY OF TEAGUES BRIDGE PRIMARY SCHOOL
4. The governing body shall consist of:
 - (a) **2** Parent governors;
 - (b) **1** LA governor;
 - (c) **2** Staff governors (this includes the Headteacher)
 - (d) **5** Co-opted governors
5. Total number of governors **10**
6. Term of office for all governors is **4 years**
7. This Instrument of Government comes into effect on: - **24 March 2021**
8. This Instrument was made by order of the Borough of Telford & Wrekin on: -
08th September 2021
9. A copy of this Instrument must be supplied to every member of the governing body (and the Headteacher if not a governor)

Executed by affixing the)
COMMON SEAL of)
BOROUGH OF TELFORD)
& **WREKIN** in the presence of:)



*892/21
DA S.W.
02/09/2021*

Signature: _____

IAN ROSS
TEAM LEADER: PLACES

A Duly Authorised Officer of the said Council

Name: _____

(block capitals)

IAN ROSS
TEAM LEADER: PLACES

APPENDIX A

Acronyms and Abbreviations

ADHD Attention Deficit Hyperactive Disorder
AfL Assessment for Learning
APP Assessment of Pupil Progress
APS Average Point Score
ASCL Association of School and College Leaders
AST Advanced Skills Teachers
ATL Association of Teachers and Lecturers

BME Black and Minority Ethnic
BSF Building Schools for the Future

CAF Common Assessment Framework
COSHH Control of Substances Hazardous to health
CIC Children in Care
CP Child protection
CPD Continuing Professional Development
CVA Contextual Value Added

DfE Department for Education

EAL English as an Additional language
EP Educational Psychologist
EMAG Ethnic Minority Achievement Grant
EO Equal Opportunities
EWO Educational Welfare Officer
EYFS Early Years Foundation Stage

FAP Fair Access Panel
FSM Free School Meals
FFT Fisher Family Trust
FOIA Freedom of Information Act
FSP Foundation Stage Profile

GNVQ General National Vocational Qualification
GRT Gypsy Roma Traveller
H&S Health and Safety
HMCI Her Majesty's Chief Inspector in Schools
HMI Her Majesty's Inspector

ICT Information and Communication Technology

IEP Individual Education Plan

IIP Investors in People

INSET In-Service Education and Training

KS1 (2,3,4) Key Stage 1,2,3,4

LA Local Authority

LSAT Learning Support Advisory Service.

NAHT National Association of Headteachers

NASUWT National Association of School Masters/Union of Women Teachers

NQT Newly Qualified Teacher

NUT National Union of Teachers

OFSTED Office for Standards in Education

PGCE Post Graduate Certificate in Education

PHF Primary Heads Forum

PoS Programme of Study

PPA Planning, Preparation and Assessment

PQM Primary Quality Mark

PRU Pupil Referral Unit

QTS Qualified Teacher Status

RI Registered Inspector (lead inspector during OFSTED inspection)

SACRE Standing Advisory Council For Religious Education

SATs Standard Assessment Tasks

SD/IP School Development/Improvement Plan

SEF Self Evaluation Plan

SENCo ~ Special Needs Co-ordinator

SEND Special Education Needs and Disabilities

SIP School Improvement Partner

SLT Senior Leadership Team

TAC Team Around the Child

TLR Teaching and Learning Responsibility Payments

TUPE Transfer of Undertaking (Protection of Employment)

UPN Unique Pupil Number

APPENDIX B

- **Setting the vision and strategic direction of the school**
 - School Prospectus*
 - Staff list - Teachers and Support Staff*
 - Subject Leader responsibility*
 - Committee terms of reference*
 - List of Governors and key responsibilities*
 - CPD for Governors - planning development and evaluating it*
 - Skills' Audit and evidence of impact on school improvement*
 - Governor accountability statement - annual by the Strategic Group*
 - Governing Body Development Plan*
- **Holding the Headteacher to account for educational performance**
 - OFSTED report*
 - Raising Attainment Plan*
 - LA Summary report to the Governing Body*
 - Questions for Governors to challenge and support the Headteacher*
 - Headteacher report to Governors*
 - School Improvement Plan*
- **Ensuring financial resources are well spent**
 - Pupil Premium Grant Action Plan - plan for spending*
 - Pupil Premium Grant Impact*
 - Sports Grant*
 - Current Financial Situation of the school*
 - Performance Management Overview*

APPENDIX C

Documentation

The table below lists all governing body documentation types and identifies the process for creation, distribution and storage and the parties responsible.

DOCUMENTS	PROCESS	PERSON RESPONSIBLE
Full GB Agendas	To be prepared by chair of governors and HT and sent to the clerk prior to the meeting. These will be distributed before the meeting with any other documentation.	COG HT
Full GB Minutes	Paper copies to be signed by the Chair of Governors at the full GB meeting and filed in head office.	COG HT
Full GB Minutes	Draft minutes to be created by clerk and sent to Chair and HT for review. Final draft of minutes to be sent by clerk to all governors and the school office. Minutes will form part of the full GB meeting distributable items.	Clerk School Office
HT report	Report prepared by HT for full GB meeting. This will be distributed by the head prior to the meeting.	HT
Committee Agendas	To be prepared by the HT in conjunction with the committee and the SLT.	HT

	These will be sent to all committee members prior to the meeting.	
Committee Minutes	PA to the head will draft the minutes for all committees. These will be distributed by the PA. These will be filed in the head office. A copy will be distributed at the full GB meetings. Copy will be signed at the next meeting by the chair of the committee.	PA to the head
Committee Terms of Reference	School office will hold the TOR. These will be reviewed at committee meetings.	COG School
Policies	Governors will be given a list of all school policies and statutory documents and their last review date. HT to maintain and update when necessary. All policies can be accessed on the website and the governors secure site (using your log-on details). Hard copies are kept in the Heads office.	HT
Governor visit Form	To be completed by the visiting governor. Paper copy filed in the heads office.	Visiting Governor

APPENDIX D



The role of the governor with responsibility for Safeguarding and Children in Care

The core function of the governing body:

- 1. Ensuring clarity of vision, ethos and strategic direction ;**
- 2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff ; and**
- 3. Overseeing the financial performance of the school and making sure its money is well spent .**

The governor will:

- Monitor the policies relating to safeguarding**
- Check the Single Central Record is compliant on a monthly basis and sign it off**
- Check that records for children on a plan or in care have their records stored securely**

- Check that all staff records are compliant
- Monitor the way in which all staff report concerns and that these are addressed without delay by senior staff
- Liaise with the Designated Safeguarding Lead to ensure that the school's preventative work is ongoing
- Be familiar with the safeguarding expectations of OFSTED
- Monitor the training received by all staff relating to safeguarding
- Talk to children about feeling safe, including Team Safeguarding Voice
- Survey parents about how safe they feel their child is at Holmer Lake Primary School
- Monitor the quality of the taught and hidden curriculum relating to safeguarding

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that pupils are safeguarded within the agreed timescales

Signed.....
.....

Headteacher.....
.....

The role of the governor with responsibility for Performance Management

The core function of the governing body:

1. Ensuring clarity of vision, ethos and strategic direction ;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff ; and
3. Overseeing the financial performance of the school and making sure its money is well spent .

The governor will:

- **Monitor the policies relating to Performance Management and Appraisal**
- **Appoint an external adviser to support with the process of Headteacher Performance Management**
- **Hold the Headteacher to account, with termly review meetings**
- **Use the evidence shared during review meetings to make an informed judgement as to whether or not the objectives have been met**
- **Work with the external adviser to set objectives linked to school improvement and review these objectives against the success criteria set**
- **Advise Payroll and People Services of any pay award linked to performance**
- **Hold the Headteacher to account for the appraisal of all teaching staff and ensuring that the Deputy Headteacher carries out the appraisal of all support staff**

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that Headteacher performance Management is completed within the agreed timescales

Signed.....
.....

Headteacher.....
.....



The role of the governor with responsibility for Early Years Foundation Stage(EYFS)

The core function of the governing body:

- 1. Ensuring clarity of vision, ethos and strategic direction ;**
- 2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff ; and**
- 3. Overseeing the financial performance of the school and making sure its money is well spent .**

The governor will:

- Monitor the policies relating to EYFS**
- Check that daily risk assessments are in place for indoor and outdoor learning**
- Work with the EYFS Lead to establish an understanding of the expectations of the EYFS curriculum**
- Monitor the use of the indoor and outdoor learning environment**
- Monitor the progress of pupils from entry into EYFS and on exit from EYFS**
- Monitor the percentage of pupils with a Good Level of Development by the end of EYFS**
- Talk to pupils about what they have learnt at school, what they can do now that they couldn't do when they entered school**
- Review the progress of pupils in EYFS who belong to different groups across school**

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that pupils' needs in EYFS are met within the agreed timescales

Signed.....
.....

Headteacher.....
.....



The role of the governor with responsibility for SEND

The core function of the governing body:

- 1. Ensuring clarity of vision, ethos and strategic direction ;**
- 2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff ; and**
- 3. Overseeing the financial performance of the school and making sure its money is well spent .**

The governor will:

- Monitor the policies relating to SEND**
- Monitor school offer on the school website**
- Liaise with the SENCo to discuss the number of pupils receiving school support and the interventions in place**
- Monitor the school 's use of SEND professionals for assessment, guidance and support**
- Be familiar with the SEND expectations of OFSTED**
- Monitor the training received by all staff relating to SEND**
- Talk to children about how their work is differentiated to meet their needs**
- Survey parents about how safe they feel about the provision of SEND at Holmer Lake Primary School**
- Monitor the quality of the taught curriculum for pupils with SEND**

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that pupils with SEND have their needs met within the agreed timescales

Signed.....
.....

Headteacher.....
.....



The role of the governor with responsibility for monitoring the website

The core function of the governing body:

- 1. Ensuring clarity of vision, ethos and strategic direction ;**
- 2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff ; and**
- 3. Overseeing the financial performance of the school and making sure its money is well spent .**

The governor will:

- Monitor the website using the most up to date audit tool on the DfE website**
- Feedback the strengths and areas for development to senior leaders**
- Survey parents and pupils about how user friendly the website is**
- Monitor the blogs for each class to ensure that there is equality of opportunity for every child to showcase their work**
- Suggest aspects of the website which can be improved or added to**

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that the school website is compliant within the agreed timescales

Signed.....

.....

Headteacher.....

.....



The role of the governor with responsibility for Health and Safety

The core function of the governing body:

- 1. Ensuring clarity of vision, ethos and strategic direction ;**
- 2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff ; and**
- 3. Overseeing the financial performance of the school and making sure its money is well spent .**

The governor will:

- Monitor the policies relating to health and safety**
- Check the Single Central Record is compliant on a monthly basis and sign it off**
- Survey parents about how safe they feel their child is at Holmer Lake Primary School in terms of the premises and security of the site**
- Monitor the risk assessments carried out for educational visits, daily risk assessments for the playground and school building, individual pupils and other activities**
- Monitor the health and safety audit, meet with the LA lead when they feed back on the strengths and areas for development**
- Monitor how pupils move around school and on the playground**
- Monitor the accidents in the First Aid book, are there key areas on the playground where there are repeated accidents?**
- Monitor health and safety training to ensure that it is up to date; including safeguarding training, education visits, the manager's role in health and safety**

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that health and safety is compliant within the agreed timescales

Signed.....
.....

Headteacher.....
.....



The role of the governor with responsibility for understanding the strengths and weaknesses of school evaluation

The core function of the governing body:

- 1. Ensuring clarity of vision, ethos and strategic direction ;**
- 2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff ; and**
- 3. Overseeing the financial performance of the school and making sure its money is well spent .**

The governor will:

- Monitor the policies relating to teaching and learning**
- Review external and historic data, including the summary report to governors, RAISE online and the Data Dashboard,**
- Review internal and current data with a senior member of class, identifying trends, linked to pupil groups**
- Review assessment systems for EYFS, KS1 and KS2**
- Analyse and synthesise data with a senior member of staff or subject leader to look at trends within cohorts and pupil groups**
- Monitor the progress of disadvantaged pupils in comparison to those pupils not in receipt on PPG**

- Monitor the progress and achievement of all groups
- Monitor the attendance of all groups of pupils
- Contribute to the school 's self-evaluation, Raising Attainment Plan (RAP) and School Development Plan
- Review progress towards OFSTED key issues, summary report development points and RAP priorities
- Articulate findings to the full governing body

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that all governors have a clear view of the school 's strengths and weaknesses within the agreed timescales

Signed.....

.....

Headteacher.....

.....



The role of the governor with responsibility for Financial Management

The core function of the governing body:

1. Ensuring clarity of vision, ethos and strategic direction ;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff ; and
3. Overseeing the financial performance of the school and making sure its money is well spent .

The governor will:

- **Monitor the policies relating to finance**
- **Work with the Headteacher and Finance Officer to set and monitor the budget plan**
- **Ensure that audit outcomes are reviewed regularly and systems kept up to date and in place**
- **Monitor the spending of the Pupil premium Grant and the impact of the spending on pupil attainment and progress**
- **Work with the Administrator to write bids for grants for the school**
- **Monitor the spending of the School Sports Grant and the impact this has had on the take up of after school and lunchtime clubs and participation in sport.**
- **Attend training to support the role of financial management**
- **Articulate the outcomes to Committee 2 and the full governing body**

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that financial probity is a strength of the school

Signed.....
.....

Headteacher.....
.....



The role of the governor with responsibility for engaging all key stakeholders

The core function of the governing body:

- 1. Ensuring clarity of vision, ethos and strategic direction ;**
- 2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff ; and**
- 3. Overseeing the financial performance of the school and making sure its money is well spent .**

The governor will:

- Monitor the school prospectus**
- Liaise with the governor responsible for monitoring the school website to look at the quality of information shared with parents**
- Monitor the equality of opportunity for all parents with regard to the school blogs**
- Survey parents on the communication between school and home**
- Monitor the frequency of parents invited into classes and into school to share their children 's learning through workshops and Subject Leader days**
- Liaise with Subject Leaders on the themed days, involving parents which they are hosting**
- Be familiar with the expectations of OFSTED relating to parents**
- Monitor the involvement of the school with governors and the local community**

Governor name.....

Date.....

I agree to carry out the above tasks in order to ensure that pupils are safeguarded within the agreed timescales

Signed.....

.....

Headteacher.....

.....

Note of Visit for Governors:



Governors Notes of Visit

Record of governor visits to school

Name/s of Governor	
Governor responsible for:	
Date/time of the visit	
Type of visit <i>e.g. meeting with teacher, head, lesson ob., TWC, parents voice</i>	
Meeting with who/where	
Focus of the visit	
Line of enquiry focus	

During the visit	Governors Comments
Governors' comments.	
How has your visit today informed your line of enquiry?	
What are the areas to celebrate?	

What evidence has validated the line of enquiry?	
What are the next steps to share with governors?	
Evidence of safeguarding culture?	
Was there evidence of the school vision?	
Date and time of next meeting	

Signed: _____/_____

_____/_____

Date

(Governors)

Please return this form to the headteacher, so your comments can be acted upon - Thank-you.

Signed: _____ (Headteacher)

Date: _____

Curriculum and Personnel COMMITTEE

Terms of Reference

Membership:

- The membership of the committee shall be the headteacher and at least four governors appointed by the Governing body. The membership will be agreed annually at the first meeting of the whole governing body in the autumn term. The chair of the committee will be elected by the full governing body on an annual basis. In the absence of the chair the committee will elect a temporary replacement from among the governors present at the committee meeting.
- The quorum for each committee is fixed at one third of the member's eligible to vote.
- The committee shall not meet without the headteacher being present or a substantive replacement nominated by the head.
- The committee shall meet as often as is necessary to fulfil its responsibilities and at least once each term.
- The clerk to the committee will circulate an agenda for each meeting and papers at least a week before the committee meeting.
- Attendance at each committee meeting, issues discussed and recommendations for decisions will be recorded. The written record will be included on the agenda and papers of the next meeting of the full governing body. This is to meet

the statutory requirements, to provide information to the whole governing body and to seek ratification of decisions and recommendations.

- Any governor may attend meetings of committees.
- Only governors who are members of the committee may vote at committee meetings. Where necessary the chair of the committee may have a second or casting vote.

Terms of reference Curriculum:

Subject to the requirements of statutory requirements, the committee is authorised:

- To ensure on behalf of the governing body that its strategic responsibility to raise standards is acted upon, using the objectives set out in the school improvement plan.
- To review and analyse the performance of the school, against national and local indicators, and to advise the governing body on any action required in order to sustain improvement.
- To approve the school's curriculum statement and to ensure that it's statutory obligation regarding the national curriculum is met.
- To ensure the school improvement plan reflects the requirements to raise standards, and to monitor and evaluate it accordingly.
- To monitor the implementation of the RAP, in order to maintain progress.
- To monitor action plans resulting from Ofsted Inspections.
- As required by the governing body, to recommend or approve the annual keystage targets.
- To establish with the assistance of the head, information about how the curriculum is taught, evaluated and resourced.
- To ensure the requirements of pupils with SEND are met.

- To receive regular reports from the head and SLT on the quality of teaching and learning, to identify areas for improvement, and ensure any action is taken to maximise outcomes for pupils.
- To ensure that those policies which are statutory, are in place and regularly reviewed and ratified by the committee.
- To ensure that the website complies with statutory requirements and is regularly audited for purpose to inform parents.
- To ensure that any other relevant policies which support learning and improvements in attainment are in place and regularly reviewed.

Personnel:

- To establish and review the staffing structure for the school in order to meet the aims of the school priorities, and to review the structure whenever a vacancy occurs, and at least annually in relation to the school's leadership team.
- To ensure that all staff have agreed job descriptions which are regularly reviewed.
- To advertise, shortlist, and interview candidates for appointment, in accordance with good personnel and equal opportunities practice, and to ensure that all contractual arrangements are in place, including DBS checks.
- To delegate to the headteacher the authority to make certain appointments, together with any conditions pertaining to these.
- To establish and review as necessary, a range of relevant personnel policies and procedure, which should include:
 - o Discipline and Grievance ~ to review and recommend for adoption the procedures for dealing with discipline and grievances and ensure that staff are informed of them.

- o Redundancy ~ to establish and review, in consultation with staff, criteria for approval by the governing body.
- o Staff absence ~ to agree a policy on sickness management, to monitor staff absence, and to recommend a policy on supply cover to the governing body.
- o Performance Management ~ to establish and review a performance management policy to ensure that the needs of staff and of the school are met.
- o Restructuring ~ to ensure that a policy has been approved and adopted by the governing body to support such procedures when and if they occur. To ensure all staff are made aware of these policies.

Frequency of meetings:

The committee will meet at least each term. The committee should, from time to time, arrange to tour the school building to look at areas of development or concern.

Special meetings can be requisitioned at any time by the head or the chair of the committee.

Reporting:

Minutes of meetings will be given to all members of the governing body before each meeting. The Chair of the committee shall report at these meetings.

Records:

A written record shall be kept of all proceedings of the committee and shall be submitted to the next meeting of the governing body. All papers considered by the committee shall be available to all governors on request.

Notice of Meeting:

The committee shall meet once a term. Members of the committee shall normally be given at least seven days' notice of the meeting. Agenda's and paperwork will be sent out prior to the meeting.

Chair and Vice-Chair:

The members of the committee members shall appoint the chair and vice-chair of the committee at the autumn term governors meeting or delegate the committee to do so at its first meeting. The Vice-Chair shall have the powers of the Chair in the absence or non-availability of the chair.

Governors Name/(s):

I agree to carry out the above tasks:

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

I agree to support the governors in carrying out the above tasks:

Signed: _____

(Headteacher) Date:

FINANCE COMMITTEE

Terms of Reference

Purpose of the committee:

- To assist the decision making of the governing body, by enabling more detailed consideration to be given to the best means of fulfilling the governing body's responsibility to ensure sound management of the finances and resources including the buildings.
- To ensure that the school undertakes proper planning, monitoring and probity.
- To make appropriate comments and recommendations on such matters to the governing body on a regular basis.
- To refer major issues to the full governing body for approval or ratification.
- To ensure best value is considered when discussing quotes for work to be carried out in the school.

Membership:

- The membership of the committee shall be the headteacher and at least four governors appointed by the Governing body. The membership will be agreed annually at the first meeting of the whole governing body in the autumn term. The chair of the committee will be elected by the full governing body on an annual basis. In the absence of the

chair the committee will elect a temporary replacement from among the governors present at the committee meeting.

- The quorum for each committee is fixed at one third of the member's eligible to vote.
- The committee shall not meet without the headteacher being present or a substantive replacement nominated by the head.
- The committee shall meet as often as is necessary to fulfil its responsibilities and at least once each term.
- The clerk to the committee will circulate an agenda for each meeting and papers at least a week before the committee meeting.
- Attendance at each committee meeting, issues discussed and recommendations for decisions will be recorded. The written record will be included on the agenda and papers of the next meeting of the full governing body. This is to meet the statutory requirements, to provide information to the whole governing body and to seek ratification of decisions and recommendations.
- Any governor may attend meetings of committees.
- Only governors who are members of the committee may vote at committee meetings. Where necessary the chair of the committee may have a second or casting vote.

Terms of reference:

Subject to the requirements of statutory requirements, the committee is authorised:

- To consider the school's indicative funding, notified annually by the LA finance officer.
- To assess the implications of funding with the headteacher, in advance of the financial years, drawing any matters of significance or concern to the attention of the governing body.

- To consider and recommend acceptance of the schools budget, at the start of each financial year.
- To monitor capital expenditure and take appropriate steps in the event of possible over/under spending.
- To monitor and review expenditure on a regular basis and ensure compliance with the overall financial plan, and for the financial regulations of the DfE, drawing any matters of concern to the attention of the governing body.
- To monitor and review procedures for ensuring the effective implementation and operation of financial procedures, on a regular basis.
- To approve the Annual report and Statement of Accounts.
- To receive auditors reports and an Audit Management letter and recommend to the full governing body action as appropriate in response to the audit findings.
- To provide effective stewardship of the school premises. To accomplish this the committee will be responsible for:
 - o Monitoring the structural and decorative state of the building.
 - o Identify priorities for repairs and maintenance each financial year.
 - o To approve all planned repair and maintenance work of a capital nature having gone through the tendering procedures.

Frequency of meetings:

The committee will meet at least each term. The committee should, from time to time, arrange to tour the school building to look at areas of development or concern.

Special meetings can be requisitioned at any time by the head or the chair of the committee.

Management of the budget:

The management of the budget to be delegated to the headteacher subject to the following:

- Transferring of amounts under different headings to be reported to the committee.
- Up to £10,000 can be transferred at the headteachers discretion.

Capital items:

The headteacher may authorise expenditure on capital items up to amounts of £5,000. Purchase of capital items exceeding this amount must be authorised by the chair of the finance and Resources Committee.

Tendering:

Due regard should be given to value for money considerations, that is, of quality or fitness for and delivery against price, in all purchases of works, equipment, goods and services. Three quotes must be presented to the Finance Committee. The lowest tender of the three to be accepted; where a different decision is taken the reasons for this should be documented.

Reporting:

Minutes of meetings will be given to all members of the governing body before each meeting. The Chair of the committee shall report at these meetings.

Governors Name/(s):

I agree to carry out the above tasks:

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

I agree to support the governors in carrying out the above tasks:

Signed: _____ (Headteacher)

Date: _____

