

Welcome to Governance



Cranborne Middle School

What governing bodies do
and what being a governor
involves

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Welcome

There are 350,000 school governors in the UK. Every one of them was once a new governor and will be able to recall the apprehension that can surround the first months in post.

The school, other members of the governing body and the local authority can all help new governors over the confusing first few months, and training courses are available to help you learn the work and refine your expertise. This guide is just the first stage in understanding the task you have kindly agreed to take on; here you will find information about schools, governors, the work of governing bodies and your responsibilities and entitlements as a governor.

Each governor is a member of a governing body, a legal entity with specific responsibilities for the strategic management and future direction of the school, for ensuring a broad and inclusive curriculum is taught, and for monitoring pupils' attainment. In carrying out these responsibilities, you will work very closely with the Headteacher, who is the operational manager, responsible for the day-to-day conduct of the school.

Thank you for becoming a governor and for the significant contribution your experience and commitment will make to the work and development of Cranborne Middle School.



Introduction to Cranborne Middle School

Cranborne Middle School caters for approximately 390 pupils in Years 5 to 8 of their education.

This Specialist School in Physical Education and Science, is situated in an idyllic rural location near the centre of Cranborne Chase in Dorset, and offers many facilities and technological capabilities to enable us to provide an outstanding level of education. Our pupils generally come from surrounding villages such as Sixpenny Handley, Wimborne St. Giles, The Gussages, Alderholt, Woodlands, and Cranborne itself. Additionally, we are a popular alternative for pupils from Verwood and other outlying areas.

It is important that a school has a clear vision with aims, values, expectations and commitments to support that vision.

“Cranborne Means Success” is our mission statement

We believe that education is a shared responsibility, with governors, teachers, support staff, parents and pupils pulling together to participate in a learning environment that encourages all to do their best. The broad range of subjects we offer in specialist facilities offers our students opportunities to succeed in all areas of the curriculum and directs them towards being positive citizens within the school and the wider community.

Please read our latest Ofsted report on www.ofsted.gov.uk

Leadership of the School

The school's Leadership Team consists of:

Mr Craig Watson	Headteacher
Mrs Kim Robertson	Deputy Head
Mrs Claire Everett	SENCo
Miss Rebecca Smith	Leader of Teaching and Learning

Our Community Ethos

- To promote the highest possible standards.
- To encourage respect for everyone.
- To foster caring, happy relationships.
- To show consideration and courtesy to others.
- To treat school property and other people's possessions with respect.

Our School Objectives

- To help children develop:
 - ✓ Lively and inquiring minds.
 - ✓ The ability to question and argue rationally.
 - ✓ The commitment to work hard and apply themselves to tasks.
 - ✓ The ability to work well with others.
 - ✓ An enjoyment of learning.
- To help children acquire knowledge, skills and understanding in preparation for adult life by providing them with a wide variety of experiences and responsibilities.
- To help children to use and understand language and number effectively.
- To enable children to learn more about themselves and to foster self-esteem and inner confidence.
- To enable children to formulate their own beliefs, values and understanding of different faiths and cultures.
- To provide a disciplined, caring and supportive environment in which pupils feel safe and valued.
- To enable children to achieve high standards so that they seek to achieve their potential and are justly confident in their abilities and thus capable of enjoying all that life has to offer.
- To give children a proper sense of their own worth so that they can also appreciate and respect the achievements and aspirations of others.
- To ensure equal opportunities for all regardless of race, creed or disability.

Success For All

- We believe that each pupil in the school has the potential to succeed and that it is our responsibility to provide a broad and balanced curriculum and an atmosphere in the classroom that facilitates every individual to achieve success.
- The needs of every individual vary considerably and we work hard to enable each child to achieve the success and results of which they are capable. Those children who disrupt the learning of others will be sanctioned and disciplined accordingly.

Everyone at Cranborne has a right to a high quality education and those pupils who take that right away from those who want to work hard will be sanctioned according to the School Behaviour policy.

Working together: the governors' partners

For centuries schools have had governors: people who care about education and who keep a watchful and friendly eye on what happens and judge what is working well. One of the great strengths of governors is that they are not all education professionals, that many have a layman's distance and can turn an objective eye on a complex organisation, look at it from the outside and recognise its strengths, ask questions, and watch what is going on, while staff governors contribute their special skills and knowledge to the mix.

As a governor you play a vital part in delivering high quality education for children. You will be working in partnership with a range of people and organisations, including the parents of pupils, the school's staff, and the local authority. All these partners contribute to ensuring that children benefit from their education; that they acquire knowledge and skills and develop the insight and attitudes needed to be healthy and safe, to enjoy and achieve, to make their contribution and, in time, to play their part in society. These are the people and organisations, which together form the education system.

The government passes laws related to all areas of school life, including the legal framework within which governing bodies operate. It provides funding for the state education system to local authorities and monitors progress in raising standards of performance. Central government determines the curriculum to be taught, sets national performance targets and monitors school performance and progress through inspections.

The local authority The department of the local authority which organises education provision is called the Children's Services Authority (CSA). The CSA will distribute government funding so that there are resources to support high quality education in every school and that enough places are available. The authority will also ensure that the quality of education is good and is suitable for all pupils, will sets targets for pupils' achievement and monitor schools' progress. The CSA will provide a range of support services, including a dedicated governor services team, Human Resources, Education Welfare, school transport, and the Safeguarding (child protection) team. CSAs also have responsibility for pupil welfare, including supporting children with special educational needs (SEN).

Headteacher and staff The Headteacher is responsible for the day-to-day management of schools and for providing high quality education for all pupils. Effective relationships between the head, staff, governors and parents lie at the heart of effective schools.

Parents must ensure that their children are educated between the ages of five and sixteen. The vast majority of children attend school, but some parents choose to educate their children at home. Parents must make sure that their children attend education regularly and punctually.

Governing bodies Although governors have no individual power, the governing body working collectively and in partnership with the Headteacher and school staff has a wide range of responsibilities. The governing body is responsible for the overall strategic management of schools, setting the direction and targets and monitoring progress. Governing bodies also have responsibility for the standards of education the school provides and specific responsibilities for aspects of admissions, pupils' attendance and behaviour, the curriculum, SEN provision, premises, staffing, finance, links with parents, complaints and inspection.

The clerk to governors convenes and minutes meetings of the governing body and provides advice and guidance on legal and procedural matters.

Types of school

There are two phases of school: primary and secondary. The primary phase covers First, Infant, Junior and Primary Schools. The secondary phase is Middle, Comprehensive and Secondary schools.

Schools in both phases will belong to one of these categories.

Community schools Community and community special schools have been set up by the CSA. The CSA owns the premises and employs the staff.

Voluntary Controlled (VC) schools These are church schools and reflect a Christian ethos. The premises are held in trust by the church. The school is fully funded by the CSA, which employs the staff. The church will appoint some of the school's governors.

Voluntary Aided (VA) schools These are also church schools and reflect a Christian ethos. The premises are held in trust by the church and the governing body has additional responsibilities for the upkeep of the buildings. The governing body is the employer of staff and also sets its own Admissions policy. They are funded mainly by the CSA and partly by the foundation. The church will appoint a majority of the school's governors.

Foundation and Foundation Special schools These are fully funded by the CSA. Their premises are held in trust by a foundation or specially constituted foundation body, represented on the governing body. Governing bodies are responsible for employing staff and for pupil admissions.

Categories of governor

The governing body will determine within legal parameters the constitution of its membership, how many governors there will be in total and how many in each category. The size and make-up of the governing body is set out in the Instrument of Government, a legal document agreed by the governing body and signed and sealed by the local authority.

The governing body is constituted to ensure representation from the groups of people with an interest in the way the school works: parents, staff, the local community, the local authority, the church for VA and VC schools, and so on.

Every school will have parent, staff and CSA governors and may appoint associate members.

Other categories will depend on the type of school.

Parent governors are elected by parents of children at the school and have the same responsibilities as all other governors. Although put in place by parents, it is not intended that they should be there solely to carry out the wishes of parents individually or collectively, nor is it their role just to deal with problems and concerns on behalf of parents; the governing body will have a policy for dealing with such matters.

Staff governors are elected by members of the teaching and support staff at the school. Although they are not eligible to be chair or vice-chair of governors, they can be involved in governor activities.

The Headteacher can choose to be a member of the governing body. Whether or not a governor, the head has a right to attend all meetings of the governing body and its committees and a duty to prepare reports for the governing body. The head cannot be elected chair or vice-chair of the governing body.

CSA governors are appointed by the Children's Services Authority to complement the experience and skills of other governors. These are not political appointments and CSA governors have a free vote on all issues.

Community governors are appointed by the governing body. They are likely to be members of the local community but in any case will be people committed to the success of the school.

Foundation governors Foundation governors are usually appointed by the church to serve in VA or VC schools, where they are particularly well placed to understand the distinctive character of the school. There are a few non-church Foundation schools where the founding body appoints its own foundation governors.

Partnership governors If a foundation school has no foundation or equivalent body, they have partnership governors in place of foundation governors. The governing body seeks nominations and appoints from among the nominees.

Sponsor governors The sponsor can be an individual or organisation giving substantial assistance to the school financially or in kind. The sponsor may nominate candidates for consideration by the governing body. The governing body will choose whether or not to appoint sponsor governors.

Associate members are not governors but are appointed by the governing body to serve on committees and attend governing body meetings, usually to provide a specific area of expertise.

Cranborne Middle School Governor Constitution

The Governing Body is made up as follows:

- | | |
|-----------------------|--|
| 6 Parent Governors | who are elected by Parents. |
| 3 Staff Governors | one is the Headteacher ; the other two are elected by the staff. |
| 3 LA Governors | who are appointed by the local authority to complement the experience and the skills of other Governors. |
| 4 Community Governors | who are co-opted onto the governing body by fellow Governors. |

Associate governors may also be co-opted onto the Governing Body from time to time, but these do not qualify for voting rights.

Governing body overview

The responsibilities of the governing body can be described as falling into three complementary areas of work: the strategic role; the critical friend; the accountability role.

The strategic role

The governing body acts strategically to raise standards in the school. This involves setting aims for the school and agreeing policies, plans and targets for improvement to match those aims. More specifically, the strategic role is concerned with:

- raising standards by setting targets for pupil achievement
- establishing high expectations
- promoting effective teaching and learning

These decisions will be made collectively by the governing body, although aspects of the detail work may be delegated to individuals or to a committee. No individual governor may act alone without the consent of the governing body.

The critical friend

The governing body will monitor and evaluate progress towards the targets and priorities it has set in its strategic role. In this area of its work, the governing body is concerned with:

- supporting and challenging the school
- agreeing policies for the conduct of the school and monitoring progress
- planned improvements and evaluating the impact of those efforts

Some prefer the term ‘questioning friend’ as the governing body should be championing the school as well as monitoring and seeking information.

The accountability role

The governing body accounts for the school to parents and children, the community and the local authority, and it does this by publishing the school’s results and explaining the school’s strengths through such means as the School Profile. It must be prepared to explain its decisions and actions to anyone with a legitimate interest.

Other specific responsibilities

Curriculum and standards This includes ensuring a broad and balanced curriculum is taught that meets statutory requirements and is appropriate for all the pupils in the school, including any with special needs.

Staffing The governing body is responsible for appointing the Headteacher and deputy head. The staffing responsibilities also include determining the number of staff, and their pay levels. The governing body will keep under review the staffing policies, including agreeing staff conduct, grievance and disciplinary procedures.

Premises This includes ensuring the premises are safe, properly maintained and suitable and sufficient for their purpose.

Finance The governing body determines how to spend the budget allocated to the school.

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Your contribution

All governors need a clear understanding of the contribution they can make as individuals, their place in the team and of the way the governing body has agreed to conduct its work.

To help with this, many governing bodies have adopted a written code of conduct that summarises the expectations placed on governors. There is a model code of conduct on the governor services website; these are the main points:

Every governor should:

- have the well-being and success of the school as his or her central concern
- act fairly and without prejudice
- understand that the governing body acts collectively and all governors have equal status; no governor has individual power
- be actively involved in the work of the governing body and accept a fair share of responsibility, including service on committees
- make every effort to attend meetings and prepare for meetings by reading the papers beforehand
- participate fully during all meetings
- accept decisions made by the majority
- respect the confidentiality of meetings. This includes not revealing the content of discussions or divulging details of any matter the governing body has agreed will be confidential
- work in partnership with the Headteacher and staff and recognise the distinction between the governors' strategic role and the Headteacher's responsibility for the implementation of policy and the day-to-day operational management of the school
- make an effort to get to know the school and its staff, pupils and parents. This includes supporting school activities and making agreed visits to the school when teaching and learning are in progress
- know and follow the procedures adopted by the governing body for dealing with complaints. Individual governors should not try to resolve matters
- Attend training courses and briefings to gain and maintain knowledge of governance matters

Other roles and responsibilities

Specialist roles The governing body will select individual members to take responsibility for specific areas of its work, such as special educational needs, literacy, numeracy, or academic subject areas. You may be asked to take on one of these roles and you can help to prepare yourself by talking to the chair and to the governor who last held the position and by checking to see what training courses may be available relevant to the responsibility.

At Cranborne Middle School governors are invited to make regular visits to the school in order to familiarise themselves with the day-to-day running of the various aspects of the learning environment.

Regular liaison with subject leaders and lesson observations are considered to be beneficial in supporting the teaching and learning of subjects.

Please refer to the appendices at the end of this document for the policy on governors' subject monitoring and school visits.

The chair At some stage you may want to put yourself forward for election to the chair of the governing body. The chair has responsibility for handling the meetings of the governing body and providing leadership to the members but actually occupies a first among equals position in that he or she has very few powers apart from those granted to all governors. The exceptions are that the chair can make decisions on behalf of the governing body in cases of urgency, where it would not be practicable to call a meeting and a delay would be detrimental, and the chair has a casting vote at meetings. The governing body will also elect a vice chair, and if you are interested in aiming for the chair you may find it helpful to serve a term or two as vice chair initially.

Each committee of the governing body also has a chair, either appointed by the full governing body or elected by the committee membership.

Performance management Performance management is the system through which the work of the Headteacher is formally assessed each year and objectives are set for the coming year.

This assessment and objective-setting is carried out by governors, selected for the task by the governing body.

School Development Plan The School Development Plan (SDP) describes future priorities for the school over a three-to-five year period, setting targets and agreeing how success will be measured. The SDP will also identify those responsible for actions, the timescale within which the objectives must be met and the resources needed. The SDP is drawn up by the School Development Group, who will keep it under constant review, usually meeting once or twice each term to monitor progress and consider any additions or changes to future targets. In many schools the development group is comprised of the chairs of existing committees and the Headteacher but it may be that other governors could be asked to serve or contribute.

A corporate body Governing bodies are corporate entities, which means that the governing body as a whole has a legal identity separate from that of the individual members. This means that individual governors are protected from personal liability as a result of the governing body's decisions and actions. Providing they have acted honestly, reasonably and in good faith, any liability will fall on the whole governing body rather than on individual governors. The local authority has in place indemnity insurance to cover governing bodies should a claim be made.

Ofsted please refer to appendix 7 at the end of this document which gives details of Ofsted expectations relating to governors.

Governing body meetings

Meetings lie at the heart of the governing body's work. Almost all of the powers and responsibilities of governing bodies are held collectively, and this means that the governing body has to meet to make its decisions.

The full governing body is legally required to meet at least three times each year.

The governors themselves will decide how often the meetings take place, but most governing bodies meet twice a term and many governing bodies will agree dates in the autumn term for all its meetings in the year ahead. The governing body will also decide at what time of day to hold its meetings; practice varies but the late afternoon or early evening is a popular time, to enable governors in employment to attend.

Attendance Governors are expected to make every effort to attend all meetings of the governing body and of any committees on which they sit. The effectiveness of the governing body is dependent on the attendance of members. However, there may be exceptional circumstances when governors are unable to attend.

If you cannot attend a meeting, you should send apologies to the clerk to governors before the meeting. It is important that you explain why you are absent as the governing body is not obliged to accept your apologies, particularly if you have given no reason.

Government regulations state: If any governor misses meetings for a six month period without good reason, he or she is automatically disqualified from serving and will have to leave the governing body.

Quorum The usual quorum for full Governing Body meetings is one half (rounded up to a whole number) of the complete membership of the governing body, excluding vacancies.

Chairing The governing body must elect a chair of governors and a vice-chair from among its number. This is usually done at the first meeting of the autumn term each year. The chair's job is to lead and manage the meeting and co-ordinate the work and actions of the governing body. Committees of the governing body must also have a chair.

Clerking The governing body must also appoint a clerk, who will convene and minute meetings of the governing body and send out the agenda and accompanying papers at least seven days before each meeting. The clerk will also provide advice and guidance on legal and procedural matters, including checking that the meeting has a quorum.

The agenda For most governing bodies, the agenda is agreed at a pre-meeting attended by the chair, the Headteacher and the clerk. The content will be made up of the standard formalities such as apologies for absence and minutes of previous meetings, and there will also be reports from the Headteacher and committees, items identified for discussion in the governing body's year planner, and school-specific items relevant to the governing body's responsibility for raising standards. Most governing bodies have a system to allow individual governors to put forward items for the agenda.

Any other business Not all governing bodies include any other business (AOB) on the agenda, and it is becoming less common to find it. Where it does exist, AOB should not be used to introduce complex or contentious issues without notice as it is important that governors should have time to consider matters and formulate questions before being asked to arrive at a decision.

Governing body committees

Even the most hardworking governing bodies rarely meet together for a total of more than about fifteen hours a year and, given the broad range of responsibilities governors now accept, it would not be possible to cover the entire workload at meetings of the full governing body. For this reason governing bodies form committees to manage the detail work so that the governing body when it meets as a whole can concentrate on strategy.

The Cranborne Middle School governing body operates with the following four main sub-committees:

- Curriculum & Community
- Finance
- Environment
- Staffing

In addition: Head Teacher's Pay and Performance Committee

Other Committees and Panels, such as Pupil Discipline and Staff Appeals, are convened when necessary. The Governors appoint the Chairs of these committees.

The quorum for all sub-committees is a minimum of three voting governors.

The new governor

It is likely that you will be asked to join a committee soon after you become a governor. The chair, or maybe the clerk, will probably discuss with you what vacancies exist and on which committee you would prefer to serve. Generally, a place will be found to suit the individual's wishes, but it is for the governing body as whole to decide who sits on which committees and it is just possible that your first preferences cannot be met.

Please refer to the appendices at the end of this document for details of the committee responsibilities.

The school budget

The school's budget is set by central government using a funding formula which will include considerations such as the number and ages of the pupils. The money is passed to the local authority, which distributes it to schools. The authority works on a three-year planning cycle.

For example, before the start of the 10-11 financial year, the school will be told the actual budget for 10-11 and the expected budgets for 11-12 and 12-13.

Once the funds are in the school, the governing body is legally responsible for the uses to which they are put. As part of its strategic role, the governing body will set financial priorities, deciding how the school's budget is to be spent. The governors are also responsible for ensuring the budget is managed efficiently.

The governors will agree an annual budget plan, which has to be submitted to the local authority.

Preparation and planning of the budget is usually delegated to a committee of governors with clearly defined terms of reference, who will work very closely with the Headteacher. Once agreed, it will be the Headteacher's job to implement the governors' spending priorities. The committee will need the approval of the full governing body for its plans.

The committee will be responsible for monitoring expenditure and will report regularly to the governing body so that governors can be sure that adequate systems of control are in place and that the budget is not being under spent or overspent.

Expenses

The Governing Body decides at the first meeting of the autumn term whether it will adopt a policy of paying governors' expenses from the school's delegated budget. The arrangements for allowances for CMS Governors are confirmed as set out in the Guide to the Law.

Financial Management Standards in Schools (FMSiS)

By 2010 all schools will be subject to FMSiS, an audit scheme which requires the school to produce its own financial management statement which will be reviewed by professional auditors on a three-year programme. There are five elements:

- **Leadership & governance-** good financial management requires strong leadership and effective governance.
- **People management-** the finance staff must be well trained and led.
- **Policy & strategy-** using resources to ensure the school meets its objectives.
- **Partnership & resources-** seeking access to additional resources through partnerships, etc.
- **Processes-** effective processes for budgeting, monitoring and reporting.

Schools conduct self-assessment of their own financial management systems, using online self-assessment documents, which identify the evidence required for compliance. The self-assessment is usually completed by selected governors and school staff.

In order to meet the standards, schools will have to submit an annual report to the local authority's chief financial officer. The report will include: a summary of income and expenditure; summary of capital transactions; analysis of any unspent balances; and the **Statement of Internal Control (SIC)** agreed by the governors.

The SIC is designed to give reasonable assurances that the funds managed by the school have been properly controlled and accounted for. It sets out the processes that are in place to ensure very effective financial management of the school and its resources. Discussion of the draft SIC by the governing body, and its ultimate signature by the head teacher and key governors, demonstrates that they acknowledge responsibility for financial management of the school and take that responsibility seriously.

The SIC can be signed at anytime throughout the year and should relate to the current financial year's financial processes. Guidance on the SIC can be found at <http://www.fmsis.info/uploads/r15.doc>

In complying with the FMSiS standards schools will be able to demonstrate responsible management of public funding and ensure that resources are allocated effectively to meet the priorities for development and improvement.

Support and induction

Children's Services Authority

The CSA is required in law to provide information and training for governors and in Dorset there is a governor services team dedicated to supporting governing bodies. The team's services are:

- A helpline open every day in term time and to a more limited extent during most school holidays(not in August). The helpline aims for a same-day service and can answer queries on legal and procedural matters and general questions: the number is 01305 224156
- To record all appointments to and resignations from governing bodies, to maintain the central governor database and to offer support in recruitment where needed or requested
- Provision of training courses and briefings for governors and clerks.

For new governors we offer the New Governors' Day induction courses and we run as many as ninety courses each year to help governors develop their skills and take on additional roles. The training is delivered mainly by our own county staff, many of whom have served as Headteachers and are therefore very knowledgeable about education and governance matters.

CMS currently buys into the training offered by Dorset Governor services on an annual basis. The latest schedule of training offered can be found at the 'Dorset For You' website <http://www.dorsetforyou.com>. This contract is reviewed annually to assess value for money. It enables both new and existing governors to attend as many courses they wish. The Clerk to the Governors is able to book course places and keeps a log of all training undertaken.

Governor on-line training has recently been introduced. This training is available through a company called Governors E-Learning ([Governors' e-learning \(opens in a new window\)](#)) and guidance on how to register is available on their website. Once registered you will be able to access the site as often as you wish.

The training is made up of a number of modules on subjects relevant to governors. These currently include: roles and responsibilities, health and safety, taking the chair and performance management. There is also a page just for clerks and a 'hot topic' page.

The online training is intended as a complement to our main training programme and not a substitute for it.

- A comprehensive and regularly-updated website for governors, containing a huge range of practical information including model policies and standing orders, and information on the training courses programme. The website is at www.dorsetforyou.com/educ/governors
- Publication every term of The Dorset Governor magazine, which contains articles on current developments in education law and practice as well as information about the courses programme and other items. Governor services also publishes a twice termly newsletter sent to clerks to governors and there are other occasional publications, such as this booklet. There are other teams in the CSA that provide services for governors, such as Human Resources, the Safeguarding Team who are responsible for child protection matters, and Education Finance.

School and governing body

For a new governor there is a lot to learn, and governing bodies are increasingly devising induction programmes to welcome new colleagues. Some have appointed mentor governors to help; these are experienced governors who will take the new members under their wing and help accustom them to their responsibilities. Typically, as part of induction, a new governor could expect to receive:

- lists of current governors and staff
- access to the most recent School Profile
- the current school prospectus
- a summary of the school's most recent Ofsted inspection report
- a copy of the current school development plan
- access to the policies the governors have agreed for the conduct of the school
- the terms of reference of the governing body's committees
- minutes of recent meetings of the governing body and dates of forthcoming meetings (and major school events such as sports day or the Christmas play)
- the code of conduct adopted by your governing body
- a copy of the Guide to the Law for School Governors . A link to the most up to date version of the guide is given at the Governor Net website <http://www.governornet.co.uk>
- details of training courses and how to book a place
- information about how to claim expenses (if your governing body policy allows claims)
- details of arrangements for governors' visits to schools
- an explanation of the declaration of business and financial interests procedure.

New governors should also be given support when attending their first meeting of the full governing body. This support could include:

- a chat with the chair before the meeting starts, to go through the agenda and procedures
- a welcome from the chair at the start of the meeting
- a seat next to your mentor, if there is one
- during the meeting, the chair taking a moment to explain the background to any items to be discussed and procedures such as voting processes and the arrangements for confidential items.

The chair may also summarise items when discussion is complete before moving on

- an explanation of any language or terms that may be unfamiliar
- encouragement to contribute to the discussion or ask questions
- identity badges for each governor.

Headteacher

The Headteacher will normally spend some time with a new governor talking about the school and explaining the way it works. This might include:

- a tour of the school with the Headteacher.
- details of the number of pupils on roll and the trend in pupils numbers
- the catchment area from which pupils are drawn
- an explanation of how classes are organised and how the curriculum is delivered

Further information

There is an induction checklist on the New Governors page of the governor services website at

www.dorsetforyou.com/educ/governors.

Initials and acronyms used in education

A&I Advice and Inspection
ATs Attainment Targets
AWPU Age Weighted Pupil Units
BECTA British Educational Communications and Technology Agency
BESD Behavioural, Emotional and Social Difficulties
CAF Common Assessment Framework
CAMHS Child and Adolescent Mental Health Service
COG Chair of Governors (also Central Operations Group)
COOS Children Out of School
CPD Continuing Professional Development
CRB Criminal Records Bureau
CSA Children's Services Authority
DASH Dorset Association of Secondary Headteachers
DCET Dorset Centre for Education Technology
DCSF Department for Children, Schools and Families
DDA Disability Discrimination Act
DRC Disability Rights Commission
DSEC Dorset Schools Effectiveness Centre
ECM Every Child Matters
EMAS Ethnic Minority Achievement Service
EWO Education Welfare Officer
EWS Education Welfare Service
FE Further Education
FFT Fischer Family Trust
FIS Financial Information System
FMSiS Financial Management Standards in Schools
GB Governing Body
GCSE General Certificate of Secondary Education
GS Governor Services
HLTA Higher Level Teaching Assistant
HMI Her Majesty's Inspectorate for Schools
HSE Health and Safety Executive
ICT Information and Communication Technology
INSET In-Service Education and Training
ISA Independent Safeguarding Authority
ITT Initial Teacher Training
JCC Joint Consultative Committee
KS Key Stage
LA Local Authority
LAC Looked After Children
LSC Learning and Skills Council
NC National Curriculum
NCSL National College for School Leadership

NEET [young people] Not in Education, Employment or Training
NFER National Foundation for Educational Research
NGA National Governors' Association
NPQH National Professional Qualification for Heads
NQT Newly Qualified Teacher
NVQ National Vocational Qualification
OfSTED Office for Standards in Education
PCT Primary Care Trust (NHS)
PGCE Postgraduate Certificate of Education
PRU Pupil Referral Unit
PSHE Personal, Social and Health Education
PSI Pupil and School Improvement
PTA Parents and Teachers Association
QCA Qualifications and Curriculum Authority
QTS Qualified Teacher Status
RAISEonline Reporting and Analysis for Improvement through school Self-Evaluation
SACRE Standing Advisory Council on Religious Education
SAFSO Schools' Finance and Administration Support Officer
SATs Standard Assessment Tasks
SDP School Development Plan
SEAL Social Emotional Aspects of Learning
SEF Self-evaluation Form
SEN Special Educational Needs
SENCo Special Educational Needs Coordinator
SIP School Improvement Partner
SMT Senior Management Team
TA Teaching Assistant (also Teacher Assessment)
TES Times Educational Supplement (also Traveller Education Service)
TTA Teacher Training Agency
VA Voluntary Aided (school)
VC Voluntary Controlled (school) or Vice Chair

Appendix 1

Governors' Sub-Committees – Responsibilities

Curriculum & Community

Responsibilities towards the Curriculum:

1. To work with the Head Teacher, Deputy Head Teacher and staff in producing the School Improvement Plan and supporting policies.
2. To be aware of any constraints or lack of resources which might prevent the School following national and county guidelines and to take all reasonable action to overcome them.
3. To monitor the delivery and implementation of the National Curriculum in a broad and balanced manner, and to ensure new Curriculum initiatives are planned and implemented.
4. To monitor liaison arrangements for assessment, record keeping and curriculum content between First/Middle and Middle/Upper phases within the East Dorset Education Partnership (EDEP).
5. To monitor the overall school curriculum, seeking to ensure there is a proper breadth and balance.
6. To monitor the School's arrangements for assessment and testing, in particular assessment of children's performance in the National Curriculum.
7. To inform parents about exclusion from parts or the whole of the National Curriculum.
8. To bring to the full Governing Body for ratification any decisions taken by the Committee relating to National Curriculum matters.

Curriculum & Community continued

Responsibilities towards the Community

1. To encourage the development of a harmonious school community.
2. To oversee matters relating to pupil's personal development, well-being, conduct and discipline following guidelines for Every Child Matters (ECM).
3. To hear appeals by parents against the suspension/exclusion of the child on disciplinary grounds (see also Pupil Appeals).
4. To maintain close links with the Parent Teacher Association for the benefit of the school.
5. To maintain close links with the governors of our feeder First schools and Queen Elizabeth's school in particular, and with EDEP.
6. To establish and encourage (when necessary) an involvement in the life of the school by representatives of local organisations, such as the police, etc.
7. To monitor the provision of transport by the LEA and the behaviour of the pupils to and from school, to take positive action when necessary and to work for a general raising of standards.
8. To encourage, approve and monitor the use of the school premises by outside users; to review and recommend to the full Governing Body the charges to be set for outside lettings.
9. To promote a positive image of the school and its governors to the parents and the wider community.
10. To promote good relations between people of different racial groups, eliminate racial discrimination and promote equality of opportunity.
11. To monitor sections 4 & 5 of the SEF.

Appendix 2

Governors' Sub-Committees – Responsibilities

Finance

Responsibilities

1. The Committee has the general responsibility for the allocation of monies received from the LEA and for the spending of such monies and other receipts by the School, broadly within the guidelines of the Department of Education and Skills.
2. The Committee shall prepare an annual Budget, under the guidance of and in association with the Head Teacher, for approval by the Governing Body and subsequent submission to the LEA.
3. The Committee shall consider, and implement where appropriate, recommendations from other committees on matters relating to the Budget.
4. The Committee shall keep the Governing Body regularly informed as to the progress of the Budget and it shall prepare accounts of actual figures against Budget at the end of the financial year for inclusion in the governors' School Profile.
5. The Committee has the power to vire up to £5,000 under spend from the previous financial year, without the approval of the Governing Body. Further, it may vire up to £5,000 from one budget heading to another after December 31 in the current financial year, without the approval of the Governing Body.
6. The Head Teacher and the Deputy Head Teacher have the responsibility for the division of funds available under the Capitation Heading in the Budget approved by the Governors. The Head Teacher shall keep the Committee regularly informed on the spending for Capitation items.
7. The Head Teacher and the Deputy Head Teacher are authorised to operate the cheque account of the School in accordance with the DCC regulations. Further, the Head Teacher and the Deputy Head Teacher are authorised to operate the unofficial account in accordance with DCC regulations.

Financial Timetable

Oct-Dec	The Committees responsible for Curriculum, Staffing and Buildings & Grounds review the current year and make proposals for the new financial year.
Dec/Jan	The Finance Committee reviews the current year, considers the proposals from the other Committees and assesses the probable level of funding for the new financial year.
Jan-Apr	The Head Teacher prepares a provisional budget, based on projected pupil numbers and using available information from the LEA relating to the new year. The estimate is refined, as the LA information is confirmed, until a Budget is established and approved by the Committee. The Budget prepared by the Committee has to then be presented to the Governing Body for approval.
April	The Head Teacher, the Deputy Head Teacher and the Chair of the Finance Committee discuss the monies allocated for the various commitments in the Budget.
May 15	The approved Budget, together with notes on the assumptions underpinning the Budget, has to be submitted to the LEA.
June/July	Preparation of the financial statement to Parents as part of the Governors' School Profile.
October 30	Revised income and expenditure estimates to the end of the year, and summary income and expenditure estimates for the following year, with explanatory notes on the assumptions underpinning the projection.

At the end of the Summer Term following the Financial year an outturn statement is produced giving reasons for under/over spends.

To gain a complete understanding of the financial role and responsibilities in school please consult the following guide:

[Role of the Governing Body in respect of financial management](http://www.fmsis.info/s1.2_roleofthegoverningbody.pdf)

http://www.fmsis.info/s1.2_roleofthegoverningbody.pdf

Appendix 3

Governors' Sub-Committees – Responsibilities

Environment

Responsibilities

1. To monitor the conditions of the school premises and to initiate repairs as appropriate. To notify the LA of all matters that require their attention. To report to the LA and to the parents at least once a year on the condition and state of repair of the school premises.
2. To arrange for quotations from contractors in respect of particular job requirements; to authorise repairs to improvements up to a value of £500; to seek the approval of the Governing Body for all work in excess of £500.
3. The Head Teacher is authorised to organise the carrying out of any emergency repairs up to a value of £250.
4. To make recommendations about improvements and alterations which may be possible within the Budget proposals or with the assistance of funding from the PTA. Staff proposals regarding alterations and improvements are to be submitted to this Committee.
5. To undertake responsibility for dealing with the LA in respect of LA proposals for the extension/adaptation of the school buildings.
6. To monitor the performance of the contractors for catering, grounds maintenance and cleaning and to take appropriate action when necessary.

7. **Health & Safety**

To monitor all Health and Safety procedures, and produce a termly report to the full governing body.

Timetable

March/April Confirmation of Repairs and Maintenance Budget

May/June Annual site tour and inspection – itemised report

Autumn/Spring/Summer Termly site report

Appendix 4

Governors' Sub-Committees – Responsibilities

Staffing

Responsibilities

1. To recommend to the Full Governing Body, staffing levels (teaching and non-teaching) including all aspects of discretionary enhancements to salaries in the light of the school's budget. All decisions are subject to confirmation by the full Governing Body
2. To ensure that staff vacancies are filled with appropriately qualified and experienced staff according to agreed procedures. The Committee delegates to the Head Teacher the power to make all temporary and part-time appointments.
3. Consideration of all matters to do with incentive allowances, early retirement (both voluntary and involuntary) and discipline of staff.
4. Panels to decide matters of discipline, redundancy, competence and grievance will consist of the Chairman of the full Governing Body and no less than two and no more than three other members of the Staffing Committee. The Appeals Panel will consist of the Vice-Chair of the full Governing Body and two other Governors not involved in the first panel. The Governing Body delegates to the Appeal Panel full powers to make decisions on all issues that come before it.
5. To attend to the general welfare of all staff with particular consideration for new staff, including newly qualified teachers, and for the career development of all staff.
6. To ensure that the contributions to school life by individual members of staff are acknowledged.

Staffing continued

Appointments Procedure

1. The Head Teacher and Deputy Head Teacher prepare job descriptions, arrange advertising, screen applications and send for references.
2. The Head Teacher, Deputy Head and Governors Staffing Committee produce a short list for interview, including a reserve list in case of withdrawal.
3. Appointments will be made by a panel made up of a minimum of three of the Staffing Committee. The Chair (or, if s/he cannot be present, the Vice Chair) must be one of the three. All members of the Committee must be invited to take part in the interview.
4. The Head Teacher is to arrange for the distribution of application forms and references to the interviewing panel of those applicants who are to be interviewed and arrange for a LEA Inspector to attend where appropriate. Inspectors will not have voting rights.

The Head Teacher and Deputy Head will offer de-briefing to the unsuccessful candidates and organise the appointment of the successful candidate.

Appendix 5

Governors' Sub-Committees – Responsibilities

Pay and Performance Review Committee

Terms of Reference

1. The Committee shall be elected annually by the full Governing Body at their first meeting of the academic year.
2. The Committee shall consist of three governors and will be expected to undergo some specific training for this role.
3. During the Autumn Term the Chair will, together with the Head Teacher, communicate with the appointed School Improvement Partner to arrange the Head Teacher's review. This will take place according to up-to-date guidelines from the DfES and the LA and will include the setting of targets and objectives.
4. The Review will take place in the Autumn Term and any performance awards (which will relate to the previous academic year's targets and objectives) will be backdated to Sept 1st.
5. The Chair is responsible for the preparation of the Minutes of the Review meeting. This will be detailed for the members of the Committee, the Head Teacher, and the SIP, and summarised for the full Governing Body.
6. The Chair is also responsible for writing formally and in confidence to the Head Teacher to give him/her the result of their Performance Review.
7. The Chair should also write via the Finance Officer to the LA to inform them of the results of the Review.

The Committee will meet with the Head Teacher in mid-year to hear his mid-year assessment of progress against targets and objectives.

Appendix 6

Policy on Governors' Subject Monitoring and School Visits

The Governing Body is responsible for monitoring and evaluating the effectiveness of the school. It has a strong commitment to fulfilling its role in acting as a supportive "critical friend".

Visits by individual governors to talk to staff and/or see the school in action play a useful part in carrying out these responsibilities. In order to do this effectively, governors visiting the school will follow the basic guidelines as laid out in this Policy.

All Governors are 'linked' to a curriculum/subject area in accordance with their areas of special interest, professional experience, relevant skills and personal preference soon after they are appointed. A register of such information is maintained and made available to the Head and senior staff for reference.

At least once per year, Governors will meet with staff in their curriculum/subject area to discuss progress, achievements, plans, priorities and issues specific to that area. A formal report will then be made to the Governing Body and Head Teacher. The Governing Body clarifies its priorities through the School Improvement Plan, but also allocates some specific responsibilities for governors, e.g. Special Educational Needs; Health and Safety; etc

Preparing for a visit

Governors should always confirm the arrangements for a visit with the Head Teacher and the appropriate teacher(s). If a governor is supporting a particular subject area this will normally be the Head of Subject in the first instance.

In preparation for the first visit, and to assist governors in the early stages of their familiarisation, the following approaches have been found to be helpful:

- Speaking to, or meeting with, the Head of Subject informally;
- Establishing email contact with staff, via the Clerk to the Governors if preferred
- Reading any documentation about the area (e.g. previous minutes if these are offered)

The main objectives of any visit will be as follows:

- To get to know the staff and to develop supportive relationships;
- To see the school in operation and develop operational understanding;
- To develop mutual trust, confidence and understanding between Governors and school staff;
- To learn about the area which is the focus of the visit;
- To get to know the pupil cohort.

Above all, as with all governor activities, the visits must be clearly seen to add value to the educational objectives of Cranborne Middle School.

Governors should

- Observe any school / classroom guidelines / rules;
- Remember that they are not at the school in the role of an inspector, but of an observer, i.e. to gather information useful to the Governing Body's strategic role;
- Not cause any disruption or interruption to the normal running of the school or classroom;
- Be prepared to listen, rather than to talk;
- Avoid obviously taking notes;
- Thank the school staff;
- Discuss any concerns he/she should have with the Head Teacher in the first instance;
- Respect rules of confidentiality at all times.

