

## **Cardinal Langley Roman Catholic High School**

### **Scheme of Delegation and Terms of Reference for Committees of the Governing Board, and the Role of Link Governors**

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Governors are able to attend meetings remotely in accordance with their Virtual Meeting Policy. In Maintained Schools the board has the power to approve alternative arrangements for governors to participate or vote at meetings by telephone or video conference. This is set out in regulation 14 of The School Governance (Roles, Procedures and Allowances) (England) Regulation 2013. This also applies to Committee meetings.

## **INTRODUCTION**

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It is important that the Committees of the Governing Board be properly and effectively formed. To this end, the following process will be followed:

1. The Clerk to the Governing Board shall manage the process on behalf of the Board during the first Governing Board meeting of each academic year.
2. Link Governors (Appendix K): Agree who will be the Safeguarding Link Governor(s). If more than one, then they must agree who will be the ex-officio member of the Curriculum & Pupils' Issues Committee. Agree the Additional Needs Link Governor, ex-officio a member of the Curriculum & Pupils' Issues Committee. Agree the Governors' Forum Representative and Substitute.
3. Agree the remaining membership of the Curriculum & Pupils' Issues Committee (Appendix A). The Headteacher will nominate one Deputy Head to be an Associate Member of the Committee for the year. Committee members to agree by vote on a Chair and Vice-Chair.
4. Agree the membership of the Resources Committee (Appendix B). The Headteacher will nominate one Deputy Head to be an Associate Member of the Committee for the year. Committee members to agree by vote on a Chair and Vice-Chair.
5. Agree the members of the Headteacher Performance Management Committee (Appendix F). Committee members to agree by vote on a Chair. Agree the Review Officer.
6. Close this process, as all remaining committees are formed from a pool of governors specified by their type, i.e. Foundation, Headteacher, Local Authority, Parent or Staff, within the Terms of Reference.

The Reference Table of Committee Members (Appendix N) will be updated after the meeting. Whilst this appendix forms part of this set of Terms of Reference, it is agreed that the Personal Assistant to the Headteacher will maintain this table and make amendments as requested, in writing, by any one of the Chair of Governors, Clerk to the Governors or the Headteacher. This appendix will be made available to the Governors, Clerk and Committee Clerks by electronic means.

## **NOTES**

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Whilst the above process refers to the formation of committees, etc. at the first meeting of each academic year, this does not remove the right of the Governing Board to modify the composition of the committees, etc. at any full Governing Board meeting.

For committees that are formed from a pool of governors, based on eligibility criteria, an eligible governor may request that they be removed from that pool on reasonable grounds, with the agreement of the Governing Board; such removals are to be minuted.

For committees that are formed from a pool of governors, that committee shall as its first action agree by discussion which member will be the Chair.

Whilst there are two Deputy Headteachers, one shall be nominated by the Headteacher as Associate Member of the Curriculum and Pupils' Issues Committee and the other as Associate Member of the Resources Committee. The Deputy Headteacher not nominated as an associate member of that committee shall have the right of attendance as a guest at meetings of that committee.

The Governing Board has agreed that associate members of committees are there in an advisory capacity and shall not be accorded voting rights.

It should be noted that associate members are also bound by the same rules relating to conflicts of interest that apply to governor members.

## **The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013**

20 (2) Any individual or committee to whom a function of the governing body has been delegated or that has otherwise exercised a function of the governing body, must report to the governing body in respect of any action taken or decision made with respect to the exercise of that function.

22 (2) The quorum for any meeting of a committee must be determined by that committee, but in any event must be not less than three governors who are members of the committee.

The following committee meets regularly to monitor the work of the school and to review policy

## **CURRICULUM AND PUPILS' ISSUES COMMITTEE** (to include Teaching and Learning) [\(back to contents\)](#)

### **Membership**

A group of Governors including the Headteacher and other defined ex officio members.

The Link Governor for Additional Needs shall ex officio be a member of this Committee.

The Link Governor for Safeguarding shall ex officio be a member of this Committee unless there is more than one Governor in this role, in which case those Governors shall agree between themselves which one of them will be the representative member of this Committee.

A Deputy Headteacher or Senior Assistant Headteacher nominated by the Headteacher shall ex officio be an Associate Member of the Committee, without voting rights.

The members are listed in Appendix N.

### **Chair and Vice-Chair**

To be appointed by the Governing Board or Committee, as appropriate

### **Quorum**

3 governor members of the committee. At least one of the Governors present should not be employed at the school.

### **Clerk**

The Headteacher's Personal Assistant.

The committee may, if the clerk fails to attend a meeting of theirs, appoint one of their number (who is not the headteacher) to act as clerk for the purposes of that meeting.

### **Overall Purpose of the Committee**

The overall purpose of the Committee is to:

- Review and approve the school's policies in relation to teaching and learning, the curriculum, pupil welfare, behaviour and discipline, and present any agreed change to policy to the Governing Board for information.
- Monitor the implementation of these policies and report back to the Governing Board in terms of their effectiveness and impact.

In carrying out all its responsibilities, the Committee must act:

- in partnership with the Headteacher;
- in accordance with statutory requirements;
- in accordance with any general principles set by the Governing Board;
- after consulting (as appropriate) staff, parents, pupils, the LA, the Diocese (at voluntary schools) and relevant organisation/agencies.

### **Terms of Reference**

#### **A. CURRICULUM RESPONSIBILITIES**

##### **Governing Board's statutory responsibilities for the overall curriculum**

1. To draft and approve the school's policies in relation to Teaching & Learning and the Curriculum.
2. To monitor the implementation and impact of these policies through the School Improvement Plan (SIP) and report the outcomes of this process to the Governing Board, for information.
3. To review and approve the policies at least every three years and present any agreed change to policy to the Governing Board, for information.

##### **Governing Board's policy on relationships and sex education**

4. To draft and approve the Governing Board's policy on relationships and sex education
5. To monitor the implementation and impact of the policy and report the outcomes of this process to the Governing Board, for information.
6. To review and approve the policy annually, in line with the GOV.UK guidance on statutory policies for schools and academy trusts, and present any agreed change to policy to the Governing Board, for information

#### **Governing Board's policy on the identification, assessment and provision for pupils with additional needs**

7. Through the SEND Link Governor, to update the SEND Information Report annually, in line with the GOV.UK guidance on statutory policies for schools and academy trusts, and present it to the Governing Board for approval.
8. To draft and approve the Governing Board's policy on Additional Needs/SEND
9. To monitor the implementation and impact of the policy and report the outcomes of this process to the Governing Board, for information.
10. To review and approve the policy at least every 3 years and present any agreed change to policy to the Governing Board, for information.

#### **School policies for individual subjects**

There is no requirement for school policies for individual subjects to be approved by the Governing Board. However, the Governing Board should ensure, through the Headteacher, that policies are drawn up and put into practice in line with the aims, values, ethos and school improvement plan agreed by the Governing Board and in accordance with statutory requirements.

11. To monitor the drafting, implementation and evaluation of any policies for individual subjects.

### **B. BEHAVIOUR AND WELFARE RESPONSIBILITIES**

**Statement of general principles to which the Headteacher must have regard when determining measures to promote good behaviour and discipline (Sections 88 to 93 the Education and Inspection Act 2006).**

12. To draft and approve a statement after consulting the Headteacher, members of staff, parents/carers and pupils.
13. To review the statement annually, in line with the GOV.UK guidance on statutory policies for schools and academy trusts, or at such other times as appropriate.
14. To present the statement to the Governing Board, for information.

#### **Monitoring of behaviour and discipline**

15. To monitor the effectiveness of the school's behaviour policy and procedures and report its conclusions to the Governing Board on an annual basis, at least. The monitoring should include regular consideration of a report from the Headteacher on behaviour at the school, including:
  - patterns of attendance/unauthorised absence;
  - patterns in the use of exclusion; progress in relation to any performance indicators or targets set by the behaviour policy (including indicators of positive behaviour).

#### **Child Protection and Safeguarding**

16. To ensure that the school:
  - designates a senior member of staff to be responsible for co-ordinating the safeguarding of children within the school and for liaising with other agencies, including the ACPC (Area Child Protection Committee) and to receive regular safeguarding training.
  - drafts and reviews annually a safeguarding and child protection policy and procedures, in accordance with statutory guidance, DfE and LA advice and the requirements of the procedures of the ACPC (Area Child Protection Committee), for approval by the Governing Board.
  - operates safer recruitment procedures, ensuring that appropriate checks are carried out on all staff and volunteers who work with children and that there is a central record of such checks. This Committee shall monitor the take-up of safer recruitment training to ensure there is a sufficient pool of qualified persons to meet the requirement for one person on every school recruitment panel to be safer recruitment trained; and on an annual basis ensure that both the recruitment process and the central record of checks are audited to ensure compliance.
  - has procedures in place for dealing with allegations against staff or volunteers.

- has a nominated member of the Governing Board (usually the Chair) to liaise with local agencies in the event of an allegation of abuse being made against the Headteacher;
- communicates the policy to staff and parents.
- monitors and evaluates the policy regularly.

#### **C. CONTRIBUTION TO SCHOOL SELF-REVIEW**

17. To review on an annual basis, in partnership with the Headteacher, the effectiveness of the school's policies in relation to the curriculum and pupil welfare, behaviour and discipline, including how far the requirements outlined in the OFSTED self-review form are met.
18. To report the results of this review to the Governing Board, including any agreed policy changes or priorities for the next School Improvement Plan.
19. To monitor the progress of the School Improvement Plan.

The following committee meets regularly to monitor the work of the school and to review policy

## RESOURCES COMMITTEE

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### Membership

A group of Governors including the Headteacher and other defined ex officio members

The School Business Manager shall ex officio be an Associate Member of the Committee, without voting rights.

A Deputy Head Teacher nominated by the Headteacher shall ex officio be an Associate Member of the Committee, without voting rights.

The members are listed in Appendix N.

### Chair and Vice-Chair

To be appointed by the Governing Board or Committee, as appropriate

### Quorum

3 governor members of the committee. At least one of the Governors present should not be employed at the school.

### Clerk

The Headteacher's Personal Assistant.

The committee may, if the clerk fails to attend a meeting of theirs, appoint one of their number (who is not the headteacher) to act as clerk for the purposes of that meeting.

### Overall Purpose of the Committee

The overall purpose of the Committee is to:

- monitor the school's policies relating to resources issues; specifically: finance, personnel and premises.
- report to the Governing Board on the effectiveness of these policies and recommend changes as appropriate.

In carrying out all its responsibilities, the Committee must act:

- in partnership with the Headteacher;
- in accordance with statutory requirements;
- in accordance with any general principles set by the Governing Board;
- after consulting (as appropriate) staff, parents, pupils, the LA, the Diocese (at voluntary schools) and relevant organisation/agencies.

### Terms of Reference

#### A. FINANCE

##### Financial Management Policy

1. To establish and approve the school's financial management policy (including financial responsibilities to be delegated to the Headteacher and other senior staff where applicable):
  - in accordance with the Rochdale scheme;
  - after considering relevant advice from the LA, OFSTED, the Audit Commission and DfE; and
  - after consulting the Headteacher.
2. To present the policy to the Governing Board for information.
3. To monitor the implementation of the policy and to report to the Governing Board.
4. To review the policy at least once every year, and whenever relevant advice is received from the LA, OFSTED, the Audit Commission or DfE.

## **School Budget**

5. To draft and agree the first formal budget plan of the financial year in line with the priorities set out in the school's 3-year Development Plan (including Financial Plan) and post-inspection action plan.
6. To present the first formal budget plan of the financial year to the Governing Board for approval
7. To monitor actual expenditure and income against the school budget and report on the significant variances to the Governing Board.
8. To monitor and approve variations to the original and revised budget. To approve budget virement up to 5% of the schools ISB budget share, or £75,000 - whichever is the lower. Larger virements to be approved by the Governing Board.
9. To regularly monitor pupil number trends to assess the effect on the delegated budget allocation.
10. To consider and to advise the Governing Board on the financial implications of adopting any policy under consideration with significant budget implications.
11. To undertake an annual review of all expenditure with a view to achieving "Best Value" in respect of the use of the delegated budget allocation. This will include a review of all contractors and suppliers to the school to ensure the existing arrangements are appropriate in line with DfE purchasing advice to schools (on the DfE website).
12. To undertake an annual review of all sources of income received by the school to ensure fees and charges remain appropriate and in line with any increase in costs; and to monitor income received against the budget estimate as with expenditure.
13. To establish and approve the school's policy on lettings, for ratification by the Governing Board.
14. To review the school's policy on lettings (including charges) on an annual basis (and at other times as appropriate) and report its conclusions to the Governing Board.
15. To approve applications for use of the school premises in accordance with the policy of the Governing Board.

## **Pupil Premium Resources**

16. To draft proposals for the use of Pupil Premium resources for consideration and approval by the Governing Board and to monitor progress as with the school budget.

## **School Fund (and other funds held by the Governing Board)**

17. To monitor the balance and expenditure of the school fund (and other funds held by the Governing Board) and to report on these at least annually to the Governing Board.
18. To ensure that there is an annual audit of the school fund and of other funds held by the Governing Board, undertaken by persons independent of operating the school fund, and to ensure that the results are reported to the Governing Board.

## **Controls Assurance Statement**

19. To receive an annual report from the Headteacher confirming that the financial controls required to meet the requirements of the LA Scheme for Financing Schools (refer to the RMBC Umbrella Pack for Schools) are still in place and operating as intended and to advise the Governing Board accordingly.

## **Register of Business Interests**

20. To ensure that the school's Register of Business Interests is kept up-to-date.

## **B: PERSONNEL**

### **Policies and procedures.**

21. To review and monitor the implementation of the following Diocesan policies adopted by the Governing Board: Teacher Appraisal Policy, Support Staff Appraisal Policy, Capability Policy; To review and monitor the implementation of Local Authority HR policies adopted by the Governing Board, including those relating to the appointment and dismissal of staff, health-related absence, etc.; To review, approve and monitor the implementation of the School Safety and Fire Safety Policies and Procedures.
22. To report back and advise the Governing Board on such policies and procedures
23. To review the Governing Board's pay policy and the school's staffing establishment and structure on at least an annual basis, in the light of legislative changes, financial and curricular considerations and the school's development plan; and to present any proposed changes to policy and/or the staffing establishment and structure to the Governing Board, for consideration and approval

24. To recommend to the Governing Board the annual budget needed for pay, bearing in mind the need to ensure the availability of resources to support any discretionary decisions; and to recommend that the Governing Board makes application for any additional funding available to support this process.
25. With the exception of the Staff Conduct, Discipline and Grievance Policies, which cannot be delegated by the Board, to review and approve any other personnel-related policies and procedures not included above on a regular basis, as appropriate, and report its resolutions to the Governing Board.
26. To adopt the 'Scheme of Delegation for the Appointment of Staff' (to be utilised as deemed appropriate by the Headteacher)
  - For Headteacher and Deputy Headteacher appointments the whole governing body to interview and select an appointable candidate.
  - For Assistant Headteacher appointments (or leadership level support staff, such as the School Business Manager), a selection panel of at least 3 governors and the Headteacher to select, interview and appoint an interviewee.
  - For appointment of staff outside the leadership group: the Headteacher, or one or more individual governors (with the right of the Headteacher to advise) or one or more governors and the Headteacher

## **C: PREMISES**

### **Health and safety**

27. To receive on a termly basis a written report relating to statutory and advisory maintenance and testing procedures.
28. To receive on a termly basis a premises inspection report produced jointly by the Site Manager and Link Governor.

### **Repairs and maintenance**

29. To monitor the condition of the school premises.
30. To draw up and implement a repairs and maintenance programme within the budget set by the full Governing Board and in accordance with the priorities of the school's development plan.
31. To make recommendations to the Governing Board on the requirements for the annual repairs and maintenance programme.
32. To monitor the repairs and maintenance budget.

### **Improvements and new developments**

33. To consider options for building improvements and/or new developments within the needs and priorities identified in the Asset Management Plan.
34. To make recommendations to the Governing Board for spending the school's annual devolved capital funding.

### **Asbestos management**

35. To ensure that asbestos management in school is regularly reviewed and that any remedial action is recorded.

## **D: CONTRIBUTION TO SCHOOL SELF-REVIEW**

36. To recommend to Governing Board priorities relating to resources issues for inclusion in the School Development Plan.



The following committee meets as required to deal with cases relating to individuals

## PUPIL DISCIPLINE COMMITTEE

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### Membership

A pool of all Governors who are not employees of the school, including the Headteacher, who should attend only to give their reasons for the exclusion. In relation to specific meetings of the Committee, any Governor, including the Chair and Vice Chair, who has already taken part in any prior disciplinary procedures relating to the person who is to be discussed, or has detailed knowledge of the case or person, cannot be a member of the Committee formed for that specific case. A committee of 3 or 5 members should be formed from the eligible group for each specific case, of whom at least one should be a member of the Curriculum and Pupils' Issues Committee.

The pool of Governors is detailed in Appendix N.

### Chair

To be appointed by the Committee

### Quorum

3 governor members of the committee.

### Clerk

Attendance and Inclusion Administrative Officer.

The committee may, if the clerk fails to attend a meeting of theirs, appoint one of their number (who is not the Headteacher) to act as clerk for the purposes of that meeting.

Meetings may be clerked by any person nominated by the Governing Board except the Headteacher or any person who may not be seen (for example to the parents of the excluded pupil) as impartial.

A Governor may act as Clerk, but the LA recommends that the Clerk should not be a member of the Committee unless the nominated Clerk is unable to attend.

### Overall Purpose of the Committee

The overall purpose of the Committee is to carry out the Governing Board's legal responsibilities in relation to reviewing the exclusion from school of individual pupils.

### Terms of Reference

#### **Consideration of Exclusions**

1. To carry out the Governing Board's statutory duty to review suspensions and permanent exclusion cases, as required by legislation and in accordance with DfE advice and LA advice. Reviews will involve:
  - considering the case presented by the Headteacher;
  - considering the views of parents/carers of the excluded pupil;
  - considering the views of the LA (including such agencies as the Educational Psychology Service, the Primary Behaviour Support Team, the Pupil Referral and Support Service, the SEN Service or the Education Welfare Service);
  - having regard to DfE and LA guidance and the policy of the Governing Board; deciding whether to uphold the exclusion, or not, (where the pupil is still excluded);
  - ensuring that a note of the Committee's views on the exclusion is placed on the pupil's record with a copy of the Headteacher's exclusion letter, where appropriate; and
  - ensuring that the parents, Headteacher and LA are informed of the Committee's decision in writing, within the required timescale.

**Appeals to the Independent Appeals Panel (set up by the Council) made by parents against decisions of the committee to uphold a permanent exclusion**

2. To prepare the statement of the Governing Board for such an appeal and to liaise with the Clerk to the Appeals Panel with regard to other information required.
3. To represent the Governing Board at the hearing of the case by the Appeals Panel.

#### **Training and Development**

4. To ensure that members of the Committee develop and maintain an up-to-date understanding of pupil behaviour and discipline issues locally and nationally, for example by attending relevant governor training courses and reading relevant DfE and LA guidance.

The following committee meets as required to deal with cases relating to individuals

## PERSONNEL AND PAY IMPLEMENTATION COMMITTEE

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### **Membership**

A pool of all Governors who are not employees of the school, including the Headteacher, who should attend only to advise and present their case. No Governor who has sat as a member of a Complaints Committee can then sit as a member of a Personnel & Pay Implementation Committee in which the same person or persons are being considered. A committee of 3 members should be formed from the eligible group for each specific meeting, of whom at least one should be a member of Resources Committee.

The pool of Governors is detailed in Appendix N.

### **Chair**

To be appointed by the Committee

### **Quorum**

3 governor members of the committee.

### **Clerk**

To be appointed by the Committee.

### **Overall Purpose of the Committee**

The overall purpose of the Committee is to implement the personnel and pay policies of the Governing Board by making decisions related to individual members of staff.

### **Terms of Reference**

1. To carry out the Governing Board's responsibilities in implementing its policies and procedures for determining staff pay (including the annual review of teachers' salaries each September), considering cases of staff discipline, or grievance, and determining that staff should cease to work at the school. (Regulations now provide that the Headteacher, where appropriate, should have the delegated responsibility to make initial dismissal decisions (IDD), following which there will be an opportunity to appeal to a panel of governors).

Where the Headteacher does not have delegated responsibility (or the Headteacher is being considered for dismissal), the initial decision can be delegated to one or more governors but where possible should be delegated to at least three governors.

2. To implement the policies of the Governing Board in a fair and equal manner.
3. To observe all statutory and contractual obligations.
4. To minute clearly the reasons for all decisions and report these decisions to the next meeting of the Governing Board.

### **Refer to: School Staffing (England) Regulations 2009**

Delegation of authority

4.(1) The governing body may delegate—

- (a) any of the functions conferred upon it by these Regulations other than those conferred by regulations 5 to 9, 15(3) and (5) and 27(3) and (5); and
- (b) its power to appoint or dismiss any member of staff at a school to which Part 3 applies.

(2) Subject to paragraph (4), any delegation under paragraph (1) may be to—

- (a) the head teacher,
- (b) one or more governors; or
- (c) one or more governors acting together with the head teacher.

- (3) Where the governing body has made any delegation under paragraph (1) to one or more governors and the function being delegated does not directly concern the head teacher —
- (a) the head teacher may attend and offer advice at all relevant proceedings; and
  - (b) the governor or governors to whom the delegation has been made must consider any such advice.
- (4) Any delegation under paragraph (1) of—
- (a) the determination that the head teacher should cease to work at the school; or
  - (b) the power to appoint or dismiss the head teacher
- may be to one or more governors, other than a governor who is the head teacher.

The following committee meets as required to deal with cases relating to individuals

## PERSONNEL APPEALS COMMITTEE

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### Membership

A pool of all Governors who are not employees of the school, including the Headteacher, who should attend only to advise and present their case. A committee of 3 members should be formed from the eligible group for each specific meeting. Governors may not be a member of an Appeal Committee when they have previously considered this issue as part of a Personnel and Pay Implementation Committee or have detailed knowledge of it.

The pool of Governors is detailed in Appendix N.

### Chair

To be appointed by the Committee

### Quorum

At least equal in size to the committee which made the decision against which the appeal is being made.

### Clerk

To be appointed by the Committee.

### Overall Purpose of the Committee

The overall purpose of the Committee is to implement the personnel and pay policies of the Governing Board by making decisions related to individual members of staff.

### Terms of Reference

To hear appeals from members of staff.

The following committee meets as required to deal with cases relating to individuals

## HEADTEACHER PERFORMANCE MANAGEMENT COMMITTEE

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### Membership

3 Governors who are not employed at the school, of whom at least one must be a foundation Governor.

The members are listed in Appendix N.

As the Chair is the Governor who will know the most about the performance of the Headteacher on a week-to-week basis, unless there are exceptional circumstances, the Chair should be part of the appraisal committee

Membership of this committee should receive appropriate training

Membership of this committee should be reviewed annually with changes to panel membership

### Chair

To be appointed by the Committee

### Quorum

3 Governors; at least 1 must be a Foundation Governor.

This can be 2 governors, but only in exceptional circumstances and subject to agreement and specific delegation by the Governing Board.

### Clerk

The School Improvement Partner or Headteacher Performance Management Consultant – See Appendix N

### Overall Purpose of the Committee

The overall purpose of the Committee is to carry out the Governing Board's statutory responsibilities for the Performance Management of the Headteacher.

### Terms of Reference

1. To carry out the performance review of the Headteacher, including agreeing objectives and monitoring progress towards them, in accordance with legal requirements and the performance management policy of the school.
2. To appoint a DfE-accredited adviser/School Improvement Partner to assist them in carrying out their responsibilities effectively, within the budget set for this purpose by the Governing Board.
3. To make the result of the performance review available to the Chair of the Governing Board and, on request, to the Governors' Committee responsible for determining the Headteacher's pay (the Personnel and Pay Implementation Committee).

In addition to the Performance Management Committee, all governing boards must appoint a Review Officer to deal with any complaints made by the Headteacher about his/her performance review.

The Review Officer must not be a member of the Performance Management Committee.

**Review Officer** – This person is named in Appendix N

The following committee meets as required to deal with cases relating to individuals

## COMPLAINTS COMMITTEE

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### Membership

A pool of all Governors who are not employees of the school, including the Headteacher. A committee of 3 members should be formed from the eligible group for each specific meeting, of whom at least one should be a Parent Governor. Governors may not be a member of a Complaints Committee if they have detailed knowledge of the case.

The pool of Governors is detailed in Appendix N.

### Chair

To be appointed by the Committee

### Quorum

3 governor members of the committee

### Clerk

The Headteacher's Personal Assistant.

The committee may, if the clerk fails to attend a meeting of theirs, appoint one of their number (who is not the headteacher) to act as clerk for the purposes of that meeting.

### Overall Purpose of the Committee

To consider complaints, from parents and members of the public, in accordance with the Schools Complaints Procedure.

The Complaints Committee should be aware that Regulations now prescribe for the implementation of a new independent complaints service run by the Local Government Ombudsman. The Service will investigate complaints against a school that a pupil or parent have sustained an injustice in consequence of an act of the governing board or prescribed functions of the Headteacher. The Complaints Against Schools Regulations 2010 include the statutory functions of the head which will come within the scope of the Service and those complaints which the Service will not consider as they are covered by other routes of appeal i.e. complaints relating to permanent exclusions and Additional Needs or disability discrimination claims.

## PUPIL ADMISSION COMMITTEE

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### **Membership**

A committee of at least 4 members, appointed by the governing board and drawn from a pool of all Governors.

The Committee should include the Headteacher and it is recommended that at least one of the Governors is a priest.

The pool of Governors is detailed in Appendix N.

### **Chair**

To be appointed by the Committee

### **Quorum**

3 governor members of the committee

### **Clerk**

The Headteacher's Personal Assistant.

The committee may, if the clerk fails to attend a meeting of theirs, appoint one of their number (who is not the headteacher) to act as clerk for the purposes of that meeting.

### **Overall Purpose of the Committee**

To determine within statutory provisions and governing board policy whether any child should be admitted to the school.

To determine admissions arrangements annually.

To report to the Governing Board in broad terms of all admissions.

NB: The Admissions Committee has delegated powers to make decisions on behalf of the Governing Board.

Although decisions regarding admissions cannot be delegated to an individual, the new Schools Admissions Code applicable from September 2021 allows decisions about admitting children under the Fair Access Protocol to be made by one individual in an admission authority, provided that suitable authority has been delegated to that individual.

Authority to make decisions in relation to admissions under the Fair Access Protocol is delegated to: The Headteacher and the Senior Deputy Headteacher



**STANDARDS COMMITTEE FOR PERFORMANCE AND DATA ANALYSIS**[\(back to contents\)](#)**Membership**

Membership to be drawn principally from the Curriculum and Pupils' Issues Committee and include relevant link governors and the Headteacher. Members are listed in appendix N.

**Chair**

To be appointed by the Governing Board or Committee, as appropriate

**Quorum**

3 governor members of the Committee

**Clerk**

The Headteacher's Personal Assistant [The committee may, if the clerk fails to attend a meeting of theirs, appoint one of their number (who is not the headteacher) to act as clerk for the purposes of that meeting.]

**General Terms**

To act on matters delegated by the Governing Board.

To look at performance data and pupil progress in depth and report back to the Curriculum & Pupils' Issues Committee or Governing Board, as appropriate.

To liaise and consult with other committees, agencies and individuals, as necessary

**Meetings**

The Standards Committee for Performance and Data Analysis shall meet once per term.

Timings and general foci:

Autumn term	<ul style="list-style-type: none"> <li>• Scrutiny of summer results &amp; national comparison data</li> <li>• Subject self-evaluation and improvement plans</li> <li>• Identify any subject areas the committee would like to monitor and which subject leaders to invite to the next meeting/s</li> </ul>
Spring term	<ul style="list-style-type: none"> <li>• Sixth form assessment window data</li> <li>• Year 11 mock results</li> <li>• Y10 data health check</li> </ul>
Summer term	<ul style="list-style-type: none"> <li>• Year 11 core mock results</li> <li>• Year 11 destinations (following interviews)</li> <li>• KS3 data health check, including effectiveness of Y7 literacy &amp; numeracy intervention'</li> </ul>

**Purpose of the Committee**

To monitor and evaluate:

1. Progress and achievement of pupils, including any underachieving groups.
2. The impact of quality of teaching on rates of pupil progress and standards of achievement.
3. Provision for, and the progress and achievement of, vulnerable groups; e.g.
  - Cared-for Children (C4C)
  - Children with SEND
  - Children with EAL

- Children identified as Pupil Premium
- Children who are disadvantaged
- Children from the Traveller Community or who are seeking asylum
- Children who attend off-site, alternative provision

ensuring that their needs have been identified and are being addressed

4. Provision for, and the progress and achievement of, higher-ability children, ensuring that their needs have been identified and are being addressed.
5. To scrutinise school data against available local and national data.
6. To review pupil progress (3-yearly trends) against key indicators and targets in the school improvement/development plan.
7. To evaluate the effectiveness of data tracking in monitoring pupil progress; to evaluate the Assessment Policy and ensure that it is operating effectively.
8. With the Headteacher, set targets for public examinations and assess the school's progress against government floor standards and 'coasting schools' definition.
9. To contribute to, monitor and evaluate relevant parts of the SEF and ensure that methods of self-evaluation are robust.
10. To consider recommendations and agree strategies for improvement following external reviews or inspections of the school (e.g. Ofsted or local school improvement advisers).
11. To contribute to, monitor and evaluate relevant parts of the school improvement/development plan; to set priorities for improvement; to monitor and evaluate the impact and effectiveness of improvement plans and strategies.
12. To ensure that there is appropriate stretch and challenge of all pupils.
13. To ensure that parents are kept informed of pupil progress in accordance with statutory requirements.
14. To ensure that all children have equal opportunities; to monitor the impact of the equality policy in relation to assessment, achievement and progress.
15. To report the committee's resolutions and recommendations to the Governing Board or Curriculum and Pupils' Issues Committee, as appropriate.

## APPENDIX K

### THE ROLE OF LINK GOVERNORS

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**The school has specific governors linked to the following areas (see list in Appendix N)**

Safeguarding  
Safer Recruitment  
SEND/Additional Needs (including Speech Language & Communication Needs)  
Cared-for children (C4C)  
5Ws/Section 48/Catholic Life of the School  
Governor Training  
CEIAG/Life Skills  
Pupil Premium  
Equality, Diversity & Community Cohesion  
Health, Safety & Wellbeing  
Data Protection/GDPR

#### **Introduction**

Governors have a responsibility to monitor and evaluate the progress of their school and contribute to the school self-evaluation process. This can be done through a variety of methods including reports from the headteacher and senior staff, analysis of statistical data and, perhaps, through school visits as 'Link' Governors.

#### **What is a link governor?**

Put simply, a link governor is a governor appointed by the Governing Board to act as the link between the Board and a specific subject, curriculum area or aspect of the work of the school. The development of a good working relationship based on mutual trust with all staff is essential if the link governor is to be effective in this role.

Link governors must understand that their role is as a source of support to the school and a source of information for the Governing Board.

#### **Link Governor Roles/Terms of Reference**

##### **1.1 Safeguarding Governor**

It is recommended that the Safeguarding Governor should be the Chair of the Governing Board and the remit to include:

- To be familiar with LA guidance and policy relating to safeguarding and associated issues, and to attend training for nominated safeguarding governors.
- To ensure that the Governing Board puts in place a suitable Safeguarding Policy and associated procedures.
- To champion safeguarding issues within the school.
- To encourage other members of the Governing Board to develop their understanding of the Board's responsibilities with regard to safeguarding and assist them to perform their functions in respect of safeguarding children and young people.
- To remedy any deficiencies in the school's safeguarding practices which may be brought to Governors' attention by a member of school staff, a parent, an officer of the LA or from any other source.
- To meet regularly with the Designated Safeguarding Lead, or their deputy in absence, in order to monitor the effectiveness of the Governing Board's safeguarding policy. It is recommended that this is at least a termly meeting.
- To ensure that the Governing Board receives an annual report on the implementation of the school's safeguarding policy and procedures.

The Chair of the Governing Board will liaise with the Headteacher and the LA over matters regarding confidential safeguarding issues involving allegations against staff.

**Where there is an allegation of abuse made against the Headteacher, the Chair of the Governing Board will take the lead in liaising with the LA and/or partner agencies unless another member of the Governing Board has relevant expertise which would mean that person was better fitted to take this role, including:**

- Conducting a preliminary investigation to see if the circumstances of the allegation could have happened.
- Ensuring with LA support that appropriate action is to be taken in accordance with agreed procedures
- To attend initial and subsequent strategy meetings as required if other agencies are involved.

- To take the lead in an investigation under employment procedures in conjunction with advice/support from Schools HR Service

The Vice Chair of the Governing Board will deputise for the Chair in the Chair's absence as appropriate.

## **1.2 Safer Recruitment Governor(s)**

From 1 January 2010 it became mandatory that any appointments of school staff are made by a recruitment panel that should include at least one person who has been trained in safer recruitment. Ofsted will request evidence as part of their inspection that each recruitment panel meets this requirement. The requirement for training to be accredited by the Secretary of State has been removed. Training should be through a recognised provider, however, such as the NSPCC or local safeguarding children board. Although there is no expiry date applicable to safer recruitment certificates, Governors have agreed that training should be refreshed at least every 5 years as good practice.

It is recommended that all Governors undertake safer recruitment training to enable them to sit on any recruitment panel that requires them.

Safer Recruitment Link Governors will monitor compliance with the statutory requirements of maintaining a Single Central Record (SCR) of Recruitment and Vetting Checks; that maintenance of the SCR and compliance with safer recruitment procedures, DBS and background checks are being monitored effectively by the Designated Safeguarding Lead; and that the SCR is audited annually by a competent person. Refer to the school's policy statement in relation to [Safer Recruitment, DBS & Background Checks](#).

It is likely that the Safeguarding Link Governor will also act as the Safer Recruitment Link Governor.

Report back to the Governing Board/relevant committee.

## **1.3 Special Educational Needs & Disability/Additional Needs (including Speech Language & Communication Needs) Link Governor (SEND/AN)**

The role of the SEND/AN Link Governor will be to support the SENDCo, monitor the school's provision, and provide regular updates to the Governing Board/relevant committee:

- Develop and maintain a strong link with the SEND Co-ordinator (SENDCO)
- Understand the responsibilities of the Governing Board in relation to the SEND Code of Practice
- Identify any self-training needs and attend any relevant training (including staff training if appropriate)
- Develop an understanding of SEND & AN provision and need in school, and ensure that sufficient time, training and resources are allocated.
- Monitor the progress and attainment of children with SEND and AN
- Be involved with SEND/AN review processes, including policy review
- Ensure that the school's strategies and policies reflect and meet the needs of children with SEND and AN
- Ensure the statutory SEND Information Report is reviewed annually and is published on the school website
- Keep the Governing Board or relevant committee informed on issues relating to SEND & AN
- Ensure that a SEND Implementation & Impact Review/Report to Governors is presented annually to the Governing Board

## **1.4 Cared-For Children (C4C) Link Governor**

The role of the link governor for cared-for children (C4C) will be to support the Designated Teacher, monitor the school's provision for C4C, and provide regular updates to the Governing Board/relevant committee:

- Ensure that the school appoints a Designated Teacher with the appropriate seniority and professional experience to provide leadership, training, information and advice to others
- Develop and maintain a strong link with the Designated Teacher
- Understand the responsibilities of the Governing Board and the statutory duties of the school in relation to C4C
- Identify any self-training needs and attend any relevant training (including staff training if appropriate)
- Develop an understanding of C4C provision and need in school, and ensure that sufficient time, training and resources have been allocated.
- Monitor the progress and attainment of cared-for children
- Ensure that the school's strategies and policies reflect and meet the needs of cared-for children
- Keep the Governing Board or relevant committee informed on issues relating to C4C
- Ensure that a C4C Implementation & Impact Review/Report to Governors is presented annually to the Governing Board

### **1:5 5Ws/Section 48/Catholic Life of the School**

As a Catholic School under the trusteeship of Salford Diocese, the unique identity of our school is made real through living out our Mission Statement and is inspected through the Salford Diocese 5Ws framework. The role of the Link Governor for 5Ws/Section 48/Catholic Life of the School may include some or all of the following:

- Be familiar with the Salford Diocese framework for inspection
- In conjunction with the Headteacher, Subject Leader for RE and Chaplain, review the school's action plan to develop the spiritual dimension of the school
- Identify any self-training needs and attend any relevant training (including staff training if appropriate)
- Remain informed, in order to contribute to monitoring and evaluation of standards
- Attend events which celebrate the spiritual dimension of the school
- Provide updates to the Governing Board/relevant committee.
- Act as a sponsor governor for review of the school's Collective Worship Policy

### **1.6 Training Link Governor**

The training link governor is not a statutory role and there are no specific responsibilities that you are expected to carry out. However, it can be a significant role in terms of developing the effectiveness of the Governing Board. Probably the most important part of the role will be to make sure that governor training and development are discussed regularly at governing board meetings. The role may also include:

- helping governors, especially those who are new, to identify their learning and development needs
- making governors aware of available training courses and encouraging them to attend
- making governors aware that some governor training is available online, so governors can access a range of modules at their own convenience (where schools have subscribed to e-learning)
- monitoring the courses attended and maintaining a record of attendance. Governor Support can on request provide a termly report of training undertaken by governors
- encouraging governors to share what they have learned with the rest of the Governing Board (see sample report on **Governor Training Form Appendix M**)

### **1:7 CEIAG (Careers Education, Information & Guidance)/Life Skills Link Governor**

The appointment of this link governor is a requirement of the school's CEIAG Policy. It is recommended that the CEIAG Link Governor is an employer or self-employed, where possible.

- Maintaining regular contact with the CEIAG Coordinator and providing support, encouragement and a listening ear.
- Exploring specific aspects within CEIAG to gain a deeper understanding of relevant issues and developments referred to in the school improvement plan or nationally from the DfE and other sources.
- Attending relevant training, including INSET days when appropriate.
- Arranging termly, focused visits to the school to meet with the CEIAG/Life Skills Coordinator and reporting back to the Curriculum & Pupils' Issues Committee or to the Governing Board, as appropriate.
- Providing support to the CEIAG Coordinator with establishing and maintaining links to external organisations and employers offering real-life advice and opportunities relating to Life Skills.
- Being involved with the monitoring and evaluation of CEIAG provision and acting as a sponsor for the policy review.

### **1:8 Pupil Premium Link Governor**

The Pupil Premium Link Governor will provide the link between the governing board, relevant committee/s and staff:

- To meet with the SLT Pupil Premium Co-ordinator at least annually.
- To attend, where possible, relevant staff training involving strategies targeting those eligible for the Pupil Premium grant.
- To contribute to the review and planning of allocating/spending the Pupil Premium grant and report back to the Resources Committee (annually)
- To be familiar with national and Government guidance/stipulation involving Pupil Premium.
- To be aware of pupils across the school eligible for the grant and the strategies being used to support progress and engagement.
- To contribute to reports/updates to Governing Board or relevant committee on the strategies being used to improve rates of progress for the Pupil Premium cohort and the impact made.
- To review/evaluate information, research and effective practice from other schools.

### 1:9 Equality, Diversity & Community Cohesion Link Governor

The Governing Board is legally responsible for ensuring that a school meets its duties in respect of equality legislation. The role of the link governor for Equality, Diversity & Community Cohesion will be to help monitor this and provide an annual update to the Governing Board through the C&P Committee:

- To attend any relevant training; to form a clear understanding of the responsibilities of the Governing Board and the statutory duties of the school in relation to Equality, Diversity & Community Cohesion
- To meet regularly with relevant senior members of staff to monitor equality & diversity in areas such as
  - achievement rates, disaggregated ethnicity, gender and disability
  - learners' participation and success in wider educational and social experiences: For example, participation in school trips or extracurricular clubs and activities by disability pupils
  - inclusion - such as admissions, attendance, behaviour, disciplinary, sanctions and exclusions, participation in learner voice activities - by ethnicity, gender and disability
  - staff recruitment, career progress and retention by disability, gender and ethnicity
- To ensure that there are strategies in place to help address any equality gaps and that these are effective
- To identify the progress that the school has already made and further action that the school intends to take to promote equality, inclusion and community cohesion
- To act as a sponsor governor for policy review (every 4 years)
- To conduct an annual review of how the school is meeting the aims of its equality duty and report back to the C&P Committee

### 1:10 Health, Safety & Wellbeing Link Governor

The role of the link governor for Health & Safety will be to help monitor compliance with statutory duties and provide regular updates to the Resources Committee/Governing Board, as appropriate.

- To attend any relevant training; to form a clear understanding of the responsibilities of the Governing Board and its statutory duties in relation to health, safety and welfare.
- To act as a sponsor governor for review of policies and procedures linked to health, safety and welfare, ensuring that these are compliant with appropriate legislation.
- To meet regularly with relevant senior members of staff to monitor the implementation of policies and procedures linked to health, safety and welfare.
- To conduct 'Back to School' inspections of the premises and an audit of H&S records with the H&S/Premises Manager at least once per term
- To submit a H&S link governor report to the Resources Committee following each audit/inspection

### 1:11 Data Protection/GDPR Link Governor

Cardinal Langley RC High School is a Data Controller for the purposes of the Data Protection Act\*. The Governing Board of the school is legally responsible for ensuring that the school is compliant with current data protection and freedom of information legislation. The role of the **Data Protection/GDPR Link Governor** will be to help monitor compliance and provide regular updates to the Governing Board:

- Develop a clear understanding of the responsibilities of the Governing Board and the statutory duties of the school in relation to the management of data and information.
- Identify any self-training needs and attend any relevant training (including staff training if appropriate)
- Act as a sponsor governor for review of policies linked to information/data management.
- Meet with relevant senior members of staff to monitor the application and management of policies and procedures linked to information/data management.
- To report back to the Governing Board/relevant committee in terms of GDPR compliance

\*The new EU General Data Protection Regulation (GDPR) came into effect on 25<sup>th</sup> May 2018.

## **LINK GOVERNOR VISIT GUIDELINES**

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The Governing Board is the 'accountable body' in a school – accountable to parents, pupils, the local authority and central government through Ofsted. It is responsible for everything from health & safety and safeguarding to the school budget, teaching & learning and pupil progress. Because governing boards have a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum, governors need to know what progress is being made towards targets set out in the School Improvement Plan (SIP). Link Governor visits can help to support this process.

Ofsted inspection assumes that governors know the strengths and weaknesses of the school. This depends on governors assessing performance data presented to them by the Senior Leadership Team (SLT), and through staff links/teaching & learning leads, in the context of an understanding of what happens in the classroom.

It is also important to Ofsted that the Governing Board makes an impact on school improvement; meeting with key members of staff and becoming familiar with standards and progress are important aspects of this crucial role.

Governors are not qualified to assess standards but through Link Governor visits can come to:

- Appreciate and understand the work of staff and how the pupils are learning;
- Be aware of the response of pupils to their work
- Be aware of resource issues;
- Be able to ask appropriate questions;
- Understand as fully as possible the meaning of the results of monitoring reported to them.

**N.B.** Governors **are not** inspectors and **are not** there to make judgements about the professional expertise of staff. It would be inappropriate, therefore, for governors to:

- Make judgements about staff capability;
- Report on the progress of individual children;
- Pursue personal agendas;
- Arrive with inflexible, pre-conceived ideas.

### **Confidentiality**

Confidentiality should be adhered to regarding school visits. Observations and comments should be shared with the link member of staff and the Headteacher but not with other staff or with parents. The approach of a governor should be to ask for explanations of anything not understood, not to make assumptions.

Reports to the Governing Board should not identify individuals in a critical manner: this is not the role of a governor.

### **Minimum commitment**

Individual governors have differing amounts of time to commit; Link Governors should however aim to meet with the link member of staff at least once a year - or more frequently if reporting specifically to a committee or governing board meeting.

**REPORT BY LINK GOVERNOR TO GOVERNING BODY OR RELEVANT COMMITTEE**[\(back to contents\)](#)

<b>Link Governor Name</b>	
<b>Link Governor Responsibility</b>	
<b>Date of Visit</b>	
<b>Name of Contact in School</b>	
<b>Name of Committee to which report will be submitted</b>	
<b>Focus of the school visit:</b>	
<b>Outcomes of the visit</b>	
<b>Future actions</b>	
<b>Date of next visit</b>	



**REPORT ON GOVERNOR TRAINING**[\(back to contents\)](#)

Sample pro-forma

To be effective, governors need to be equipped with the skills and knowledge required to carry out their role effectively. Training is also an opportunity to network with other governors, sharing information and good practice.

Please complete this form as a formal record of the training you have attended and be prepared to feedback to other governors at the next Full Governing Body meeting.

Name of governor	
Title of training session	
Date attended	
Why did you attend this training session?	
What did you learn?	
Why should other governors attend this training?	
Ideas or good practice to share:	
Further development required:	

Signed: ..... Date: .....

Please complete and forward to the training link governor

## REFERENCE TABLE OF COMMITTEE MEMBERS (APPENDIX N)

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	Name	F Alli-Balogun	A Bridson	J Entwistle	P Greenall	N Hadfield	J Kelleher	S Koujou	B McAnenny	M O'Loughlin	M Taylor	K Tierney	K Warburton	Vacancy	Vacancy
	Governor Type:	P	H	F	F	F	F	P	F	S	A	F	F	F	F
A	Curriculum & Pupil Issues		X	C	V	X	X	X	X	X		X	X		
B	Resources	X	X		V		X		X		C				
C	Pupil Discipline	X		X	X	X	X	X	X		X	X	X		
D	Personnel & Pay Implementation	X		X	X	X	X	X	X		X	X	X		
E	Personnel Appeals	X		X	X	X	X	X	X		X	X	X		
F	HT Performance Management			X	X				X						
G	Complaints	X		X	X	X	X	X	X		X	X	X		
I	Pupil Admission	X	X	X	X	X	X	X	X	X	X	X	X		
J	Standards (Data & Performance Analysis)			X	V				X			X	C		
K	Safeguarding/Child Protection				X				X						
K	Safer Recruitment								X						
K	SEND/Additional Needs				X										
K	C4C				X										
K	5Ws/Section 48/Catholic Life of the School											X			
K	Governor Training	X													
K	CEIAG/Life Skills				X										
K	Pupil Premium						X				X				
K	Equality, Diversity & Community Cohesion								X						
K	H&S/Wellbeing Link (Resources)						X		X						
K	Data protection/GDPR (Resources)						X		X						

For Governor Type:						For Committees:					
F - Foundation Governor	H - Headteacher	A - LA Governor				X - Member	V - Committee Vice Chair				
P - Parent Governor	S - Staff Governor	C - Co-opted				C - Committee Chair	R - Review Officer				

Associate Members (without voting rights)	
Greaves, A: Curriculum & Pupils' Issues Committee, Standards Committee	McPartland, A: Resources Committee
Knight, C: Curriculum & Pupils' Issues Committee	Williams, A: Resources Committee

School Improvement Partner (SIP) – Mr David Barter (Rochdale LA)  
Headteacher Performance Management Consultant – Mr Peter Owen (Rochdale LA)  
Governor Forum Representative – TBC