



Governor Induction Policy 2018

Skelton Primary School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child.

We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.



Governor Induction Policy

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This policy will be kept under review in the light of legal developments and best practice

Next review: Summer 2017

SLT responsibility: S.E.Walker



Governor Induction Policy

Welcome from Emma, Chair of Governors on behalf of the Governing Body

Dear Governor,

I would like to welcome you to the Skelton Primary School Governing Body.

In choosing to become a part of our Governing Body, you are making a commitment, alongside the rest of the Governors, to ensure that each of our pupils receive the best possible education. Thus enabling them to realise and achieve their potential at each stage of their journey through our school.

As a governing body we need to ensure that we work together as a team, respecting and appreciating one another's skills and opinions, whilst maintaining confidentiality at all times.

Support and training is given to new Governors joining us, and as we develop into our individual role as a Governor, and take up specific responsibilities, this support and training continues.

We need to inspire and be inspired by what we seek to achieve for our school and its community. We need to ensure the successes of the school are celebrated and built upon for the future.

As a Governing Body we are here as strategic leaders to work alongside the Head Teacher and the staff sharing vision and values for Skelton Primary School, ensuring that we support and challenge appropriately, whilst always maintaining good working relationships. It is most important that we always keep the individual child as the centre and focus of all that we do as Governors.

It might be useful to you if I explained our status as an Academy. We are a company that receives its budget, authority and direction from the Department of Education rather than a school that is administered by the local authority (Redcar & Cleveland Borough Council).

We made this change which took effect in November 2013 because we believe that Academy status gives us more freedom to improve and enhance the education that we are able to offer to our children and allows us to have greater direct control of our own destiny and development. We are associate members of the East Cleveland Coop (15 primary, 3 secondary and 1 special school) and the North East Schools' Teaching Alliance (6 primary, 2 secondary), we share best practice, moderate standards and work together as well as supporting teacher training.

I hope you will find this Induction Pack a useful and informative guide as you take up your Governor Role here at Skelton Primary School.

Finally, may I take this opportunity to say **Thank You** on behalf of the Governing Body and Skelton Primary School for committing to joining us, and sharing your time and skills to continue to develop and raise the standards and make Skelton children's education the very best!



Governor Induction Policy

Welcome from Sarah Walker, Headteacher

Dear Governor,

Welcome to the Governing body of Skelton Primary School. I am very proud to be leading a team of dedicated and enthusiastic staff who strongly believe that success is achievable for all.

I have been in post since 2009 and am passionate about offering the children of Skelton a rich, broad and balanced curriculum - a curriculum which develops and secures subject knowledge, promotes core values and equips children with a range of life skills. I believe these combined will build the foundations for a successful education, helping every child to fulfil every aspect of their potential and enable them to meet the needs of their future.

It is my priority, in position as Headteacher, to keep raising standards of progress and attainment for all of our pupils. We work hard in literacy and numeracy to ensure that every child enters the next phase of their education equipped with the academic skills they need in order to succeed. At Skelton, progress is paramount and is considered at every stage of teaching and learning. By involving the children in their learning, celebrating their achievements and identifying their next steps, we hope to promote both independence and lifelong learning.

We also want them to learn and experience more than this through a varied curriculum and a range of extra-curricular and after-school opportunities that complement our work in the classroom. We value each child as an individual and aim to provide the opportunities for pupils to excel in areas.

Our school beliefs are reflected in the School Development priorities for 2016/18:

- All children should make good progress in reading, writing and maths resulting in improved outcomes overall.
- All children, regardless of their starting point, should make good or better progress.
- All children deserve good or better teaching to ensure maximum impact on learning.
- The COOP & NESTA should add value to our school and have a positive impact on pupil attainment and progress.
- The Governors should support and challenge the school to build further on achievements.

As a governor we will ask you to rigorously and consistently monitor SDP targets and data, invite you to participate in events and training opportunities throughout the year, be a buddy for a year group of pupils and liaise with the staff and children of our school. I will expect you to ask questions, explore issues further and challenge our thinking. I will keep you up to date with the latest educational initiatives and explain how these might impact of our school. But primarily, I see your role as a Governor of Skelton Primary School, to ensure we deliver the very best education possible for our children. The GB seeks to provide the appropriate balance of support and challenge so that the school fulfils its statutory duties, monitors progress in relation to school improvement and strives to build further on achievements. I am very much looking forward to working in partnership with the Governing Body as the schools goes from strength to strength.

Sarah Walker

Headteacher

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Next review: Summer 2017

SLT responsibility: S.E.Walker



Moral principles

Skelton Primary School was created in April 2003 by the amalgamation of an infant and junior school that shared the same school site. Sarah Walker, the headteacher took up her post in Spring 2009. In September 2016, the number of children on the school roll was 600 (650 by Summer), with 3 form classes across each year group.

Educational aims for our school

We hope to promote a real sense of community and desire to contribute to the world at large. Children will be encouraged to respect and value all people and celebrate their similarities and differences.

The search for excellence : Our family members will be given every opportunity to develop their talents to the full. We aim to develop a culture of trust in which individuals are encouraged to take risks in their learning and getting something wrong is seen as an opportunity for growth.

A happy school family environment :We aim to extend a warm welcome and provide stimulating and challenging learning opportunities for everyone. A constantly improving example of an exciting and enriching curriculum will be promoted offering opportunities for pupils to recognise, develop and share their wide variety of talents and skills within a healthy and safe environment. The uniqueness of the individual: All pupils are valued and respected as individuals so that they may be helped to fulfil their unique role in the 21 century. We aim to promote self esteem and confidence and to celebrate achievement within the school family.

The education of the whole person :We aim to encourage all members of the community to develop a positive attitude and active involvement in school life. To promote the importance of positive relationships and partnership throughout the school family and beyond.

Vision & Ethos

In 2016, we revisited our school values and ethos. We believe that our school should be a happy place, a safe place to make mistakes and a place to learn something new every day. We will ensure that this happens by providing:

- An exciting and useful environment
- Challenging activities
- A nurturing ethos

Our school motto is

The difference between try and triumph is UMPHH



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Our Vision 2016/18

PUPILS Confident, motivated children with a clear picture of their role and where they fit as twenty first century young people

STANDARDS Secured an outstanding OFSTED status
Reduction of PA, attendance above national standards.

PERFORMANCE 101+ meeting & beating our data targets across school.
Continuing in outperforming the National average.

PARENTS Further informed on what their children are learning and how they can help them.

FINANCIALLY Better off due to more effective income generation methods & practices.

BESPOKE CPD Offering an outstanding bespoke service for all of our staff

CURRICULUM Reviewed and revised curriculum centred on basics skills embedded across the curriculum. An exciting, enriched curriculum for all.

COLLABORATIONS Working in a number of high quality collaborations, directly impacting on standards for our children.

COMMUNITY At the very heart of the community in as extended as way as possible.

ENVIRONMENT An outstanding learning environment for all. Allowing all expert adults to deliver high quality provision to all learners- especially in standards of teaching

The following documents are very important. All of these policies are available on the governor blog and most are also available on the school website. It is important that you read these document and share any queries o alongside the school website to help you become further informed about life in school.

Skelton Development Plan	Good Behaviour Policy	Safeguarding Policy
Last OFSTED report	Anti Bullying Policy	Child Protection Policy
SEF (self evaluation form)	2016 School Brochure	ESafety Policy
2016/17 Calendar	Friday Flyer (shared weekly)	Health & Safety Policy
2016/17 Governor Schedule	EYFS Policy	SEND/ Disability Policy
	Teaching & learning Policy	Equality Policy
		Charges Policy

Key Stages & the Curriculum

This policy will be kept under review in the light of legal developments and best practice

Next review: Summer 2017

SLT responsibility: S.E.Walker



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The National Curriculum was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education which is relevant to the needs. The Key Stages refer to the four stages of the National Curriculum, and those relevant to Skelton are KS1 and KS2, shown below in the table.

Pupil Age	School Year	Key Stage	Expected Stage of Achievement	Tests
4-5	Foundation Stage 2	EYFS	GLD (Good level of development)	Baseline
5-6	Year 1	Key Stage One	1+	Phonic test
6-7	Year 2		2+	KS1 "SATs"
7-8	Year 3	Key Stage Two	3+	KS 2 "SATs"
8-9	Year 4		4+	
9 - 10	Year 5		5+	
10 - 11	Year 6		6+	

All children on entering full time education at the age of 5 must receive Baseline Assessments. Subsequently, pupils take National Curriculum Assessment Tests (commonly known as "SATs"). The governing body and headteacher must ensure that the relevant assessment procedures are carried out, and increasingly individual targets are set for each child. The school curriculum should be balanced and broadly based to promote spiritual, moral, cultural, mental and physical development of the pupils in that school.

The aim at Skelton School is to promote "lifelong learning" and to cultivate in the pupils a sense of citizenship which will enable them to achieve their full potential and to cope with the challenges met in later life. The development of the "whole child" is central in the Skelton philosophy. The school strives to live the values based curriculum programme which it delivers. This encompasses all aspects of teaching and learning in school but particularly focuses on PSHCE, Citizenship, R.E. and through development of "living and learning" skills. More detail is provided in the Teaching and Learning policy and is an essential read.

The governing body has a particular responsibility with regards to Sex & Relationship Education (SRE). All governing bodies should have a written SRE policy. In primary schools it is for the governing body to decide whether SRE (outside the compulsory elements taught as part of the National Curriculum Science Order) should be taught. The policy should set out what SRE is provided. Responsibility for this policy has been delegated to Children, Families & Committee.

Positive Behaviour Management

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Skelton Primary takes a positive attitude towards behaviour management. The school is committed to providing an environment where all pupils are valued and are able to learn and play together in a caring, happy, co-operative and safe atmosphere. It is the responsibility of the children, staff, governors and parents to ensure that high standards of behaviour are maintained in an atmosphere of mutual respect, trust, openness, fairness and consistency.

Skelton staff have a set of key rules; the 6 'C's which are revisited every year by all children and staff, in class council and school council meetings. They are displayed in every classroom and are understood by all children. They are

SCHOOL RULES	
6 'C's	
COMMITMENT	We always to do our best
COURTEOUS	We are polite and listen to others
CONSIDERATION	We are friendly and speak appropriately
COMPASSIONATE	We are kind, helpful and honest
CARE	We look after property
COOPERATION	We learn and play with others in a friendly way

The school celebrates success in a variety of different ways: collectively as a school through their Celebration Assemblies where awards are given out to the pupils, as teams and individuals and through individual classes. Please see the Good Behaviour Policy.

Pupil Leadership

Pupil voice is given real status in school. Children generate wonderful ideas and play an important role in the government of the school. Key roles in school to aspire to for leaders are HEAD BOY/ HEAD GIRL, School Council, Eco Warriors, House Captains, Debating team, Playground Buddies, Librarians and Rights Respecting UNICEF team. The most recent addition is School Parliament. Governors visiting school may schedule to attend a pupil voice meeting or request representation by a team at FGB, the children love that!

School funding

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Next review: Summer 2017

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There are two main types of school funding: restricted revenue funding and capital funding.

Restricted revenue funding: This pays for the day to day running costs of the school: staff salaries, stationery/heating/lighting bills. Schools receive this revenue funding directly from the Education Funding Agency (EFA). This is referred to as the delegated budget. The majority of funding for school is known as the General Annual Grant (GAG). This is made up of the School budget share based on numbers on roll from the census (NOR) plus a lump sum, and the Education Services Grant (ESG) also based on NOR. It is the local Schools' Forum which decides how much of the Schools Budget can be retained centrally. The spending of these funds is approved and monitored through the budgeting and Financial monitoring process and must be in accordance with the EFA Financial Handbook and the Articles of Association of the Academy Trust.

An annual budget is approved by the Full Governing Body based on the funding formulas for that particular year and a notional 3 year budget is prepared to ensure that the Academy trust is a going concern and ensure the ability to meet the schools long term development plans.

Capital funding: Capital funding is money provided for spending on school buildings. This funding must not be spent on the day-to-day running costs of the school or on routine maintenance. All schools receive a devolved formula capital allocation which, as its name implies, is calculated on a formulaic basis. The amount of formula capital schools receive is reduced when they have undergone major refurbishment. In addition to formula capital, there are other types of capital funding for which schools can apply. Any capital projects are held on the Academy's balance sheet and depreciated over the useful life of the project in accordance with the schools finance policy.

The Governing Body of a school must set out the educational and financial priorities for the school and must ensure that the budget is managed effectively. It has a legal obligation to agree the annual budget, prepare reports and accounts which must be submitted to the EFA. Most governing bodies delegate the preparation and planning of the budget to a committee: at Skelton this is the Resources, Employment & Finance Committee, whose remit is set out in their Terms of Reference .

Friends of Skelton Primary School

Friends oversees fundraising on behalf of the school. The support from class representatives is vital when it comes to organising events from selling tickets to organising rotas of help. They welcome both existing interested parties and those keen to get involved.

Parent Partnership

Parent Partnership are a team of school staff and interested parents who meet half termly to explore current school issues. This effective team have resulted in many changes around school that have really made a difference to school life from perspective of our families. In summer of 2016, school underwent a Poverty Proofing Assessment that provided us with an invaluable view of school from the many contexts of our families. The Deputy Head is leading an action plan to implement many of the useful suggestions.

The Governing Body

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The Role of a Governor

Welcome to your new role as a school governor. You have just been appointed to one of the most rewarding voluntary jobs that exist. You have joined a group of hard working people who give their time and energy freely, committing their talents to the service of their schools.

Governors come from different backgrounds, reflecting the many interest groups in our schools, but they have one important thing in common: they are dedicated to ensuring that the children in their school have the best education possible. This must be the primary focus of all governing body business.

Many of your fellow governors will have a huge amount of knowledge, experience and competence for you to draw upon. Effective school governance is a team effort and decisions are made corporately. Effective governance means a commitment to training, learning more and teamwork. You are not on your own and you must not act on your own.

Effective governance involves team-work with headteachers, staff, governors and community. Effective governance is also visible governance. Governors are accountable to all stakeholders in the school including staff, pupils and parents and the profile of the governing body and its visibility to these groups should reflect this. Governing bodies should ensure they have a policy and processes for dealing with complaints.

This pack provides an overview of the school, the governing body and legal framework as well as the key relationships which must exist to make this team function well.

There is much to learn about school governance. This document and its attachments are designed to give you some basic information and offers suggestions about sources of further information and support. Governing bodies have many responsibilities but in general are there to set the strategic framework for the school and to monitor the implementation of policies as managed and carried out by the headteacher and staff. Governors who ask seemingly obvious questions, as well as those that are more challenging, will help ensure that the correct path of leadership is established to enable the school to prosper. Reaching out to other schools and organisations enables good practice to be reapplied.

Who are School Governors and what do they do?

School governors come from every walk of life. Each individual governor is a member of a governing body, which is established by law as a company limited by guarantee. Individual governors must not act independently of the rest of the governing body. Decisions are the joint responsibility of the governing body.

The main function of governors is to:

- Ensuring clarity of vision, ethos and strategic vision
- Overseeing financial performance of the organization and making sure money is well spent
- Holding the Headteacher to account for the educational performance of the school, it's pupils and the appraisal of staff

The role of the governing body is a strategic one, and its key functions are to:

1. Set the aims and objectives for the school
2. Approve statutory policies and monitor that their aims are being met.
3. Monitor & evaluate the progress the school is making towards the achievement of its aims and objectives as set out in the School Development Plan.
4. Be a source of challenge & support to the Headteacher.

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The Headteacher is responsible for the internal organisation, management and control of the school and the implementation of the strategic framework established by the governing body.

Legal framework and accountability

Although being a school governor may at first seem a heavy responsibility, you need to remember that an individual governor has no responsibility or power. The governing body is a corporate body of which you are a part. Provided that you always take joint decisions with the rest of the governing body in good faith and in line with all the advice available, you will not be personally liable for those decisions.

The governing body is bound by statutory requirements, overseen by the Department for Education (DFE) and is accountable to the public and to the parents for the way in which the school is directed and managed. The staff of the school is accountable to the governing body for the delivery of the curriculum, use of resources and for the quality and effectiveness of the teaching and learning that is taking place. The statutory requirement of the Governing Body is to conduct the school with a view to promoting high standards of educational achievement (School Standards & Framework Act 1998). Achievement should be considered both in terms of academic education but also in terms of personal and social development and welfare e.g. are the children developing in confidence, able to work collaboratively in teams as well as independently etc.

As a governor you are a Director and a Trustee. As such you are bound by Company and Charity law in addition to the statutory requirements set out by the DFE. As a Member you are liable to no more than £10 if the company is to be wound up. It is a requirement that you are familiar with the guidelines set out by the EFA for protecting public money and the EFA Financial handbook. This information along with the Articles of Association and the Funding Agreement are found through the governor portal.

Governors should look for evidence of continual progress in Skelton pupils in addition to specific attainment alone i.e. results from formal examinations at the end of Key Stage 1 and Key Stage 2. Such formal examinations provide a snapshot into the pupil's ability and are not all encompassing across the broader curriculum (tests are taken in Numeracy and Literacy).

Further information on the respective roles of the governing body and the headteacher are published by the DfE: The Governors Guide to the Law 2012

(<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00061-2012>)

Governors & OFSTED

The Office for Standards in Education, Children's Services and Skills (OFSTED) is required by law to carry out inspections of all schools. The inspectors judge the overall effectiveness of the school but also look at individual aspects of the school. One of these aspects is the quality of leadership and management at all levels in the school, and in particular the effectiveness with which governors discharge their responsibilities.

Inspections are carried out at short notice with only half a days notice required. The inspectors will talk to the Head, school staff but will also expect to talk to members of the Governing Body.

OFSTED look to see evidence of the effectiveness of the Governing Body in challenging and supporting the school so that weaknesses are tackled decisively and statutory requirements met. To this end, it is important that the decisions and actions of the governing body are properly documented in approved minutes.

The starting point for the inspection is the school's self evaluation form (SEF). The governing body is responsible for signing off on the SEF and OFSTED state "...a completed SEF should reflect the governors'

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involvement in a school's self evaluation and show that it has been completed with the agreement of the governing body or appropriate authority".

As part of the inspection process, OFSTED will usually wish to speak to at least one member of the governing body – it is expected that this will include the Chair of Governors.

Inspectors visited us twice in 2016/17, one to place us into special measures and a second time to restore us to 'good'. Inspection updates come along regularly and are posted onto the governor blog.

Inspectors would consider whether governors as at September 2017:

- carry out their statutory duties, such as safeguarding, and understand the boundaries of their role as governors
- ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain
- ensure clarity of vision, ethos and strategic direction, including long-term planning (for example, succession)
- contribute to the school's self-evaluation and understand its strengths and weaknesses, including the quality of teaching, and reviewing the impact of their own work
- understand and take sufficient account of pupil data, particularly their understanding and use of the school data dashboard
- assure themselves of the rigour of the assessment process
- are aware of the impact of teaching on learning and progress in different subjects and year groups
- provide challenge and hold the headteacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results; or whether they hinder school improvement by failing to tackle key concerns or developing their own skills
- use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics
- ensure solvency and probity and that the financial resources made available to the school are managed effectively
- are providing support for an effective headteacher
- monitor performance management systems and understand how the school makes decisions about teachers' salary progression, including the performance management of the headteacher, to improve teaching, leadership and management
- engage with key stakeholders
- are transparent and accountable, including in terms of recruitment of staff, governance structures, attendance at meetings, and contact with parents and carers.

At the end of the inspection process, the inspectors will hold an oral feedback session in which they will inform the school of their main findings. As many members of the Governing Body as possible should try to attend this meeting.



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Membership of the Governing Body

The Articles of Association set out the composition of your governing body. At

Skelton, the Governing Body currently consists of:

- 4 PARENT Governors (elected by parents)
- 4 STAFF Governors (2 teachers, 1 non teaching & Headteacher)
- 8 TRUST / COOPTED APPOINTED Governors (appointed by the GB)

The usual term of office for governors is 4 years at which point you may retire but, assuming your willingness and eligibility, you are able to offer yourself for re-election for a further period of time. Staff governors at Skelton serve a two year term. Parent governors, whose children leave the school during their term of office, may complete that term of office.

Details about current membership of the governing body are contained on the school website, along with pen portraits. In addition a central display managed by the pupils shares information about the governors with pupils and staff.

Having become an Academy the role of the governors has changed. Company Law and the Charities Act dictates these roles.

Meetings

At Skelton, the whole Governing Body generally meets once a term. Dates and times are agreed towards the end of the summer term for the next academic year. Additional meetings may be called as needed, and further dates for training may also be agreed.

The business of the governing body is carried out by formal meetings. Relevant papers should be sent out by the clerk at least 7 days before the meeting, and should include the agenda and, if appropriate, the Headteacher's report. The agendas often contain minutes of any working teams or committees: reports from other sources which are to be discussed, briefing notes on any decisions made by the government or at a local level since the last governors' meeting, training details and notice of future events. Governors wishing to add items onto the agenda should contact the clerk or the chair of governors before the agenda is published.

It's really important to thoroughly review these minutes before the meeting. You can make a note of any queries or points you want to raise. All papers of the governing body must be available at the school for any member of the public to read, with the exception of items which the governing body have agreed are confidential.

Committee structure and terms of reference

The Governing Body has delegated some of its functions to subcommittees:

1. Resources, Employment & Finance Committee
2. Children, Families and Community Committee (currently absorbed within FGB)
3. Pay Committee
4. Headteacher Performance Management

Each team has a specific remit, summarised in their Terms of Reference. These Terms of Reference are agreed by the full Governing Body each year. You should also consult the Governor calendar for details on the programme for these committees.

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As well as delegation to committees, the Governign Body are required to identify governors with responsibility for monitoring compliance of specific elements of provision eg safeguarding, SEND.

Governor visits to the school/classroom

New governors will be invited by the Headteacher early in their term to arrange a purposeful visit to the school. It's important to remember that the governor's role is that of a critical friend, not an inspector. By observing the pupils and mixing with teaching and support staff, a governor can continue to get to know the school.

At Skelton, each governor is appointed as a Buddy Governor to a key Stage which s/he follows throughout the school. Once a term the Buddy Governor should arrange an informal monitoring visit. Other visits may be arranged at the discretion of the governor and class teacher. All visits should always be arranged in advance so that the class teacher will be aware of the proposed visit. Before visits can take place, governors must have a valid DBS check for Skelton School.

Nominated governors are also required to make formal monitoring visits. Following these visits, documentation including outcomes must be recorded and shared back with the Governing Body.

Effective governance relies on you knowing and understanding the school. Ask questions to the Head and Staff to help you achieve this: probe for evidence of how they are monitoring the pupils' continual progress and look for evidence with respect to how they are capitalising on the school's strengths and how they are addressing its weaknesses. The better informed you are as a Governor the more productive you can be in helping the Governing board set the right strategic direction for Skelton and to support and challenge the Head.

Governing Body and the Staff

The Governors' Guide to the Law 2012 gives full details of the legal requirements of the governing body in relation to the staff, including the non-teaching staff.

Staffing is an area of partnership between the governing body and the headteacher. The governing body is responsible for determining the staffing and management structure of the school on the advice of the headteacher who is responsible for making sure that the staffing level is sufficient to teach the National Curriculum. The governing body is responsible for appointing staff, although appointments other than those of headteacher or deputy can be delegated.

Teachers' Pay and Appraisal

Teachers pay is determined by the school Teachers' Pay and Conditions of Employment Document (STPCD) which is published annually by the DfE. This is not statutory for an Academy but the Governing Body have agreed to adopt it. As well as setting out the pay scales for the different categories of teachers it also sets out the "professional duties" of teachers, that is their roles & responsibilities. The document also takes account of changes to teachers' workload brought in by the National Agreement and more generally known as workforce reform. These changes were designed to ensure that the teacher spends more time focusing on teaching and learning. Governing bodies were responsible for ensuring that the National Agreement was implemented in their school and have an ongoing role in monitoring its provisions. The governing body has a responsibility for the work/life balance of the headteacher.

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Professional Standards for Teachers

In addition to the STPCD there is a set of professional standards for teachers. These set out the expectations on teachers at various stages of their careers in terms of their professional attributes, knowledge and understanding, and skills. In carrying out performance management arrangements reviewers must have regard to the professional standards. Governing bodies have overall responsibility for teachers' pay and performance within their school and are directly responsible for the performance management of the headteacher. It is the headteacher's responsibility to arrange the review of the targets and performance of all other teachers and support staff.

Policies

Policies are the basic tools of governing body work. In essence they set out, in a clear and understandable form, the framework within which the school should be run. Policies will guide the headteacher in making decisions relating to the everyday management of the school. They will also help the governing body when it comes to making strategic decisions.

The governing body must agree on the subjects upon which policies need to be established and monitor and review them on a planned and regular basis. The policies which governing bodies are required by law to produce and those recommended are detailed in The Governors' Guide to the Law 2012. The Office For Standards in Education's (OFSTED) Handbook for the Inspection of Schools lists all the written information that schools have to provide on inspection which governing bodies should consider when deciding on what policies to produce.

Policies should be implemented throughout the whole school community. They will help to guard against charges of unfairness and will promote confidence within the staff when dealing with situations.

Policies do not have to be the Herculean task that some governing bodies imagine them to be. It is not necessary for the governing body itself to write the policies. The full governing body may delegate the production of particular policies to a committee or working party. The committee should be given a clear written remit of what it is what they are required to do.

The role of the Governing Body is to set the strategic direction of the school and it is important to fully appreciate the role of the headteacher in this process. The governing body and committees will need to take into consideration his/her professional advice. However, it is recommended that the governing body should not pass over all the work to the headteacher: policies are the prerogative of the governing body and it should not shirk this responsibility. A close working relationship must exist between the headteacher and governing body for effective governance of the school.

The DfE publication, [The School Governance \(Procedures\) \(England\) Regulations 2003](#) gives guidance on regulations and every governor should be acquainted with them.

Special Education Needs and Disability (SEND)

A child is defined as having special education needs (SEND) if he or she has a learning difficulty which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than that of most children of the same age. Or, it may mean that a child has a disability which needs different educational facilities from those generally provided by schools for children of the same age in the area.

The Government has a policy of developing a more inclusive education system. All Local Authorities must state their policy on inclusive education on their needs. The presumption is that, where parents (and pupils) want it

This policy will be kept under review in the light of legal developments and best practice

Next review: Summer 2017

SLT responsibility: S.E.Walker



Governor Induction Policy

and suitable support can be provided, children with special education needs should be educated in mainstream primary and secondary schools.

Schools have a duty to use their best endeavours to identify and meet special education needs. The Local Authority must have a procedure for assessing and stating children with the most serious needs. This involves the parents, experts from education, medicine and social care as appropriate.

Every school governing body should have a Special Education Needs and Disability policy. All schools must have regard to the Code of Practice on the Identification and Assessment of Special Needs and Disability. Each governing body should ensure that the Chair and at least 2 others (including the governor with a brief to monitor SEN) become familiar with it. Every school should have a member of staff as a Special Education Needs Co-ordinator (SENCO) and also a governor with a special brief to monitor SEN provision.

More Able & Talented Pupils

The government is committed to promoting the education of able, gifted and talented youngsters.

- Gifted describes learners who have the ability to excel academically in one of more subjects such as English, Drama, Technology.
- Talented describes learners who have the ability to excel in practical skills eg sport, leadership, artistic performance.

Schools are required to indicate as part of their annual school census which of their pupils are gifted or talented.

Disability Discrimination Act (2005) DDA and the Disability Equality Duty (DED)

The Disabilities Discrimination Act defines a disabled person as someone who has “a physical or mental impairment which has a substantial or long-term affect on his or her ability to carry out normal day-to-day activities”. The Act places a duty of care on the governing bodies of schools when carrying out their functions to have regard to the need to:

- Promote equality of opportunities between disabled people and other people.
- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of disabled people that is related to disability.
- Promote positive attitude towards disabled people.
- Encourage participation in public life by disabled people.
- Take steps to meet disabled people’s needs, even if this requires more favourable treatment.

These duties are known collectively as the Disability Equality Duty and they apply to disabled pupils and staff and disabled people who use the service provided by schools.

Training and development programme for governors

Ongoing training is crucial to all governors (see Inspection Framework). Redcar & Cleveland publish a booklet with details of the relevant training courses available for governors – both those new to role as well as the more experienced governors. All governors are recommended to attend at least a couple of training courses each year.

This policy will be kept under review in the light of legal developments and best practice

Next review: Summer 2017

SLT responsibility: S.E.Walker



Governor Induction Policy

Currently, the induction course for new governors consists of 2 parts, which can be attended separately or jointly depending on availability & your preference. The course provides governors with an understanding of their role and main responsibilities. Part 1 focuses on the strategic role of governors and begins to explore monitoring and evaluation. Part 2 explores the key roles and responsibilities of governing bodies in achieving effective schools, and focuses on developing good practice in monitoring and evaluation, including using the headteacher's report, classroom visits and curriculum monitoring.

Use this resource to identify the relevant courses for you: additionally you could have a chat with the Governing Board clerk, the Link Governor or other governors to see what courses they have found the most valuable.

There is a national helpline for governors which is called Governor Line and can be contacted on 08000 722 181 or via <http://www.education.gov.uk/governorline>



Governor Induction Policy

Common Questions that Governors May Ask

These questions are not meant to be mandatory or exhaustive, they are offered simply as typical questions that will help inform you about the school. During your initial period as a governor some of these questions will occur naturally, others will crop up at a later stage and whilst every governor will have their own way of asking the questions it is important that a “softly softly” approach often secures much more informative responses. These questions will themselves generate further questions.

Never be afraid to ask even the simplest of questions: it is one of the principle ways of discharging your role of monitoring the school’s performance; being better informed allows you to be a better strategist and help the school improve further.

Policies:

- What are the stated aims and ethos of the school and are they effectively implemented?
- What policies does the governing body have, where are they, how are they drawn up and reviewed?
- How focused is the governing body on the welfare and progress of pupils?
- Have policies been reviewed in the light of Human Rights legislation?

Meetings:

- What committees does your governing body have and what are their terms of reference?
- What matters have been delegated by the governing body and to whom?
- What targets are set by the school’s Development Plan and how do governors contribute to the Plan?
- Do the agendas and papers for governing body meetings keep you fully informed?

Legal Framework:

- Who are your fellow governors and by whom have they been elected or appointed?

Curriculum:

- Is there a curriculum policy?
- Does the school offer a ‘broad and balanced’ curriculum and meet National Curriculum requirements?
- What are the policies regarding religious education, worship, sex education and home-school agreements?
- How are literacy and numeracy tackled?
- Do the headteacher’s reports provide information about school and pupil targets, test and examination results and school performance in a way that enables the governing body to monitor progress?
- What is the school’s homework policy?

School Budget:

- How many pupils are on the roll and how does this affect the budget?
- What is the size of the budget, how is it apportioned internally and how is it planned to be spent?
- How is the budget kept under regular review?
- Who has authority to spend and up to what level, and what financial controls are in place?

Staffing:

This policy will be kept under review in the light of legal developments and best practice

Next review: Summer 2017

SLT responsibility: S.E.Walker



Governor Induction Policy

- What are the governing body's procedures for appointing staff, reviewing salaries, dealing with discipline and grievances and consultation?
- Is there a governing body policy about governor's visits to the school?
- How do staff and governors get to know each other?

Accountability:

- How does the governing body assess the school's performance and effectiveness?
- How are the website and the School brochure prepared?
- What is the school's Home-School Agreement? Can it be enforced?
- What arrangements are there for consulting parents and dealing with complaints?
- To what extent is the school involved in the community and vice-versa?
- Is training available to the governing body as a whole to help discharge their corporate responsibilities?

Special Educational Needs:

- What is the governing body policy relating to SEND?
- Is there a governor specifically allocated to monitor SEN on behalf of the governing body?
- Who is the school's SENCO?
- How many pupils are recognised as having SEN and how many are statemented?

Pupils:

- Is there equal access for all pupils to all areas of the curriculum?
- Is there a positive policy of inclusion of all pupils despite any problems they may have?
- What arrangements are made for the pastoral care of pupils?
- What is the school's behaviour policy and how is it monitored?
- Are instances of any exclusions regularly reported to the governing body?
- Does the school celebrate pupils' achievements?
- How does the school cope with bullying?



Governor Induction Policy

APPENDIX ONE

GOVERNING BODY 2018

Coopted	Headteacher	Parent	Staff	Trust appointed
Tracy Hill	Sarah Walker	Matt Brayshaw	Jen Shields	Jackie Whitehead
Emma McLeod		Laura Allan		Geoff Bland
Chris Farrel		Jay Garratt		FINANCE vacancy
				HR/ LEGAL vacancy

GOVERNING BODY COMMITTEES 2018

RESOURCES, EMPLOYMENT & FINANCE COMMITTEE

Jackie Woodhead (Chair)
 Chris Farrel
 Emma McLeod
 Laura Allan
 Sarah Walker
 Debbie Chadwick (Business Manager)

PAY COMMITTEE

Emma McLeod
 Laura Allan
 Matt Brayshaw

APPRAISAL COMMITTEE (external: Sara Storer)

Emma McLeod

Foundation Stage 1	Emma McLeod	Nichola Chapman
Foundation Stage 2	Emma McLeod	Nichola Chapman
Year 1	Matt Brayshaw	Kate Duck
Year 2	Jackie Woodhead	Ellen Sayer
Year 3	Jay Garratt	Emma Berriman/ Kate Pollitt
Year 4	Geoff Bland	Jen Shields
Year 5	Chris Farrel	Shaun Campbell
Year 6	Laura Allan	Sarah Norris
Safeguarding/ website	Emma McLeod	Andy Woolf
Nurture/ SEN	<i>vacancy</i>	Andy Woolf
NESTA	Jen Shields	
COOP	Tracy Hill	

This policy will be kept under review in the light of legal developments and best practice

Next review: Summer 2017

SLT responsibility: S.E.Walker



Governor Induction Policy

APPENDIX TWO

Skelton Primary School

Governing Body CODE OF CONDUCT 2018

S.P.S. Governors are the school's accountable governing body. We are responsible for the conduct of the school and promoting high standards. We will always have the well being of the young people and children and the reputation of the school at heart and will do all we can to be ambassadors for the school, publically supporting its aims, value and ethos. At all times we must aim to ensure that our children and young people are attending a successful school which provides them with a good education and support their well being, upholding school mission statement within our Skelton goals.

Moral principles

We hope to promote a real sense of community and desire to contribute to the world at large. Children will be encouraged to respect and value all people and celebrate their similarities and differences.

The search for excellence

Our family members will be given every opportunity to develop their talents to the full. We aim to develop a culture of trust in which individuals are encouraged to take risks in their learning and getting something wrong is seen as an opportunity for growth

A happy school family environment

We aim to extend a warm welcome and provide stimulating and challenging learning opportunities for everyone. A constantly improving example of an exciting and enriching curriculum will be promoted offering opportunities for pupils to recognise, develop and share their wide variety of talents and skills within a healthy and safe environment.

The uniqueness of the individual

All pupils are valued and respected as individuals so that they may be helped to fulfil their unique role in the 21st century. We aim to promote self esteem and confidence and to celebrate achievement within the school family.

The education of the whole person

We aim to encourage all members of the community to develop a positive attitude and active involvement in school life. We also aim to promote the importance of positive relationships and partnership throughout the school family and beyond.

Our Skelton goals :

THE WIDER WORLD

- Knowledge of the physical world
- Skills required to succeed in life
- Sustainability

THE COMMUNITY

- Understanding of moral
- Developing the right attitude
- Understanding rights including Human rights
- Being a family member and part of a team



Governor Induction Policy

Role of the Governing Body

The governing body is a corporate group bound by its commitment to the welfare of the school as a whole affording each member equal responsibility for decision making. Our Code sets out expectation of the commitment required from each governors in order for the governing body to work effectively and carry out its work within Skelton Primary School and the local community.

We will set the strategic direction for our school by:

- Setting the values, aims and objectives
- Agreeing the policy framework for achieving those aims and objectives
- Setting statutory targets
- Agreeing the school improvement strategy which includes approving the budget and agreeing the staffing structure

We challenge and support our school by monitoring, reviewing and evaluating

- The implementation and effectiveness of the policy framework
- Progress towards targets
- The implementation and effectiveness of the school improvement strategy
- The budget and the staffing structure

We ensure accountability by

- Signing off the self evaluation form
- Responding to Ofsted report where necessary
- Holding the head teacher to account for the performance of our school
- Ensuring parents and pupils are involved, consulted and informed as appropriate
- Monitoring and reviewing our own performance
- Making available information to the community
- Ensuring compliance with statutory requirements

We appoint and performance manage the head teacher who deliver the aims (through day to day management of the school, implementation of the agreed policy framework and school improvement of the agreed policy framework and school improvement strategy and delivery of the curriculum) and report appropriately to the governing body.

COMMUNICATION

- We acknowledge that accepting office as a governor involves the commitment of a significant amount of time and energy
- We will each involve ourselves actively in the work of the governing body and accept our fair share of responsibilities on committees or working groups
- We will diary meetings at the beginning of the year and make every effort to attend. If we subsequently become aware that we cannot attend a meeting we will inform the Chair or Clerk to Governors at the earliest possible opportunity.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities
- Our visits to school will be arranged in advance with the staff and undertaken within any framework established by the governing body and agreed with the Head teacher

This policy will be kept under review in the light of legal developments and best practice

Next review: Summer 2017

SLT responsibility: S.E.Walker



Governor Induction Policy

- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of the school. Our actions within the school and community will reflect this. In responding to any criticism affecting the school we will follow the procedures established by the governors.
- We will consider individually and collective needs for training and development and will undertake relevant training.
- We are committed to actively supporting and challenging the Head teacher.

RELATIONSHIPS

- We accept that we have no legal authority to act individually, except when the governing body has given us delegated authority to do so and therefore we only speak on behalf of the governing body when we have been specifically authorised to do so
- We will strive to work as a team and build constructive relationships in which views are expressed openly, courteously and respectfully
- We will seek to develop effective working relationships with the Head teacher, staff and parents and other relevant agencies and the community.
- We accept collective responsibility. Once decisions are made we are all bound by them and respect them regardless of our own personal beliefs. Should an individual governor be unable to accept and support the majority view they should consider whether they should remain a member of the school governing body.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed and we acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will never say or do anything publically that would embarrass our school, our governing body or our staff
- We will always consider how our relationships and decisions may affect our community and other schools

CONFIDENTIALITY

- Decisions reached in governing body meetings are normally made public through meetings or otherwise however we understand that discussions on which decisions were based must be regarded as completely confidential
- We will report any concerns around confidentiality directly to the chair

CONFLICT OF INTEREST

- We will register any pecuniary or other business interest that we have in connection with the governing body's business in the Register of business Interests
- We will declare any pecuniary interests or personal interest which could be perceived as conflict of interest – in a matter under discussion at a meeting and withdraw from the meeting for the duration of discussion and any subsequent vote on the matter
- Parent Governors will ensure that their child uphold all school policies eg uniform, holiday policy

BREACH OF THIS CODE OF PRACTICE

- In the event of concerns about a governor's conduct that may be in breach of the Code of practice, the chair will discuss the concerns with the governor in question and try to resolve the matter informally wherever possible. In some circumstances it might be necessary to carry

This policy will be kept under review in the light of legal developments and best practice

Next review: Summer 2017

SLT responsibility: S.E.Walker



Governor Induction Policy

out an investigation which may ultimately lead to the suspension of the governor or for some governor categories, removal from office.

- The criteria and provisions relating to the suspension of governors are outlined in regulation 15 of the School Governance procedures 2003.

Skelton Primary School adopted this code of practice **Autumn 2017** and will review it annually at the first ordinary termly meeting of the year.

Signed (Chair)
(Head teacher)

Accountability is demonstrated by:

Stakeholder	Opportunities to meet/ engage	How the Governing Body demonstrate accountability
Parents	<ul style="list-style-type: none"> • Parent's evenings • One off meetings re specific issues • Possible involvement of parents in school improvement planning groups/ focus groups • Pupil discipline meetings • Complaints meetings • Parent questionnaires • Links between GB & Friends & Parent Partnership 	<ul style="list-style-type: none"> • Provision of additional information/ reports during the year • Information in newsletters/ website • Prompt response to and effective handling of complaints • Ensure parents are consulted • Make available non confidential meeting papers
Staff	<ul style="list-style-type: none"> • Staff invited to meetings/ committees to make presentations • Staff appointed as associated members • Staff governor representation on the governing body • Governors attend leadership/ staff meetings/ joint training • Governor attendance at school events, performances • Meetings between chair and Head teacher • Staff questionnaires 	<ul style="list-style-type: none"> • Ensure significant decisions are communicated/ explained to staff • Hold meetings where necessary on important issues • Ensure staff are consulted on significant staffing issues and policies • Ensure that the performance management process is in place and working effectively • Make available non confidential meeting papers
Pupils	<ul style="list-style-type: none"> • Invite pupil voice groups to make presentation to GB (Council, Eco, Learning team etc) • Give Governors the opportunity to attend pupil voice meetings • Visit during the school day - assembly, classes, performances etc • Questionnaires 	<ul style="list-style-type: none"> • Listen to pupil views and respond • Consult pupils where appropriate • Explain relevant decision to pupils where appropriate (eg through the School Council)
LA	<ul style="list-style-type: none"> • Consultation meetings for Heads/ Chairs • Training sessions • Governor representation on bodies such as Schools Forum, Admissions Forum • Governor's Association meeting • Attendance at LA meeting for annual report 	<ul style="list-style-type: none"> • Ensuring targets are agreed and submitted to the LA • Demonstrating through minutes that GB are carrying out their role • Ensuring that statutory requirements are met • Consult LA when required eg changing: session holidays/ admissions policy etc
Local Network of	<ul style="list-style-type: none"> • Participating in East Cleveland Governor 	<ul style="list-style-type: none"> • Sharing training and best practice

This policy will be kept under review in the light of legal developments and best practice

Next review: Summer 2017

SLT responsibility: S.E.Walker



Governor Induction Policy

schools	network	through learning walks • Supporting each other
Community	<ul style="list-style-type: none"> Ensuring the good representation of community on member of the GB Involvement of community members on community related committees PR meetings with members of the community to promote positive contribution the school makes or address any concerns 	<ul style="list-style-type: none"> Listening to views and responding Dealing promptly and effectively with complaints Consulting on proposals where relevant Providing information under the Freedom of Information Act Information through press, websites
DFE/ OFSTED	<ul style="list-style-type: none"> Involvement of chair as a minimum at meetings with the inspector Attendance at regional/ national conferences Fulfilling statutory duties as a company 	<ul style="list-style-type: none"> Meetings with inspector Minutes demonstrating GB carrying out its role Ensuring statutory requirements are met Involvement in completion/ validation of self evaluation form Submissions to Companies House

The Seven Principles of Public Life (NOLAN COMMITTEE)

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

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

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

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

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

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

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

This policy will be kept under review in the light of legal developments and best practice

Next review: Summer 2017

SLT responsibility: S.E.Walker



Governor Induction Policy

APPENDIX THREE

Glossary of terms

Most governors at Skelton, indeed at most schools are not from the world of education and as you have already read, the world of education has its own language. This is a useful glossary that explains some of the strange terms and acronyms that you might hear during your time as a governor but were “afraid to ask”.

Academies Publically funded independent schools

Admission Authority The body responsible for setting the admission criteria determining admission to schools – this may be the governing body or the local authority, depending upon the type of school.

Agreed syllabus A non-denominational syllabus of religious education required to be used in Community and Voluntary Controlled schools and drawn up by a SACRE (see below).

Appraisal A review of an employee’s performance, especially for the purposes of staff development.

ASCL Association of School and College Lecturers

Associate Member A member of the governing body (with limitations on their voting rights) representing staff, community or local businesses chosen by members of a governing body who have themselves been elected or appointed.

AST Advanced Skills Teacher

ATL Association of Teachers and Lecturers.

Attainment targets These establish what children of differing ability should be expected to know and be able to do by the end of Key Stage of the National Curriculum. Each target is graded into eight levels which pupils climb up as they learn more.

AWO Attendance Welfare Officer. A professional worker who visits pupils’ homes and deals with attendance problems and other welfare matters in co-operation with the school.

AWPU Age-Weighted Pupil Unit. The sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school.

Baseline assessment Assessment of pupils’ attainment within the first seven weeks of their primary education.

Basic skills Reading, writing and arithmetic.

Capital expenditure Spending on projects, improvements, and extensions to the school.

Catchment area The area from which a school takes its pupils.

Circulars Policy statements issued by the DFE to explain, interpret and give guidance about legislation.

Community schools Term used in the SSFA (see below) to describe former LA-maintained schools or Grant Maintained schools which opted to become Community schools.

Community Special Schools Term used in the SSFA to describe former LA-maintained Special schools or Grant Maintained Special schools which opted to become Community Special schools.

Competitive tendering Obtaining quotes or tenders from alternative suppliers before awarding contracts.

Core curriculum English, Maths and Science – these are studied by all pupils.

COSHH Control of Substances Hazardous to Health.

CPOMs electronic system used for recording pupils concern

CPD Continuous professional development for school staff.

DDA Disability Discrimination Act

DED Disability Equality Duty

Delegated budget Money provided under Fair Funding (see below) which governors can manage at their discretion (see also Devolved funds, below).

Delegated powers Authority given to a committee, an individual governor or the headteacher to take action on behalf of the governing body.

Designated Teacher Advocates who liaise with other services on behalf of young people in care.

Devolved funds Such as the Standards Fund, are those which have to be used for specific purposes.

DFE Department for Education.

DSG Dedicated School Grant

DSL Designated Safeguarding Lead

Differentiation The organisation of teaching programmes and methods specifically to suit the age, ability and aptitudes of individual children.

This policy will be kept under review in the light of legal developments and best practice

Next review: Summer 2017

SLT responsibility: S.E.Walker



Governor Induction Policy

Directed time Time when a teacher must be available to carry out duties, including attending staff and parent meetings, under the direction of the headteacher. Maximum of 1265 hours in a school year.

Disapplication A term used where National Curriculum requirements may not apply to a pupil.

EAL English as an additional language

EBD Emotional and Behavioural Difficulties.

ECM Every Child matters

ESO Education Supervision Order which LAs may apply for to deal with cases of poor attendance at school.

Exclusion The temporary or permanent banning of a pupil from school for serious breaches of the school's behaviour and discipline policy.

Extended schools/services Schools that provide a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community.

Fair Funding The system of funding for schools introduced in April 1999 which set the framework for the financial relationship between schools and their LAs.

Form 7 A DFE form submitted by every school each January to record the number of teachers employed, the number of children in each age group, the organisation of classes and so on.

Foundation schools LA maintained schools in which the governing body is the employer, owns the land and buildings and sets the admissions criteria. Often former Grant Maintained schools.

Foundation Stage Stage of National Curriculum prior to KS1 (for Nursery & Reception children)

FSM Free School Meals.

GNVQ General National Vocational Qualification.

GTC General Teaching Council.

HLTA Higher Level Teaching Assistant

HMCI Her Majesty's Chief Inspector of Schools

HMI Her Majesty's Inspector.

HSE Health and Safety Executive

IEP Individual Education Plan for pupils with special educational needs.

Instrument of Government A legal document setting out the composition of governing bodies. ISCG Information for School and College Governors.

I(C)T Information (and Communication) Technology.

KPI Key Performance Indicators.

KS1-4 Key Stages – the four stages of the National Curriculum: KS1 for pupils aged 5-7; KS2 for 7- 11; KS3 for 11-14; KS4 for 14-16.

LA Local Authority (formerly Local Education Authority)

Mixed ability / streaming A teaching group in which children of all abilities are taught together.

NAHT National Association of Headteachers.

NAS/UWT National Association of Schoolmasters/Union of Women Teachers.

National Curriculum This was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education which is relevant to their needs.

NCPTA National Confederation of Parent Teacher Associations.

NFER National Foundation for Educational Research.

NGA National Governors' Association. The national organisation for governors.

NGfL National Grid for Learning

NNEB National Nursery Examination Board.

Non-teaching (Support) Staff Members of the school staff employed by the governors to provide services in a school but not to teach, such as classroom assistants, cleaners and school secretaries.

NQT Newly Qualified Teacher.

NRwS New Relationship with Schools

NUT National Union of Teachers.

OFSTED Office for Standards in Education. The body which arranges, and set standards for, school inspections.

PAN Planned Admissions Number – formerly PAL (Planned Admissions Limit). The number of children the LA (or governing body of an Aided or Foundation School) determines can be admitted to the school. It can be above the Standard Number (see below) but may not be below it. Used as basis for determining admission appeals.

PAT Professional Association of Teachers.(now VOICE)

Peripatetic teacher One who teaches in a number of schools, to give specialist instruction, eg in music.

PGCE Post-Graduate Certificate of Education. A teaching qualification which includes a period of practical teaching

This policy will be kept under review in the light of legal developments and best practice

Next review: Summer 2017



Governor Induction Policy

experience.

PGR Parent Governor Representative elected to serve on a local authority committee discharging the education functions of the LA.

PLASC Pupil Level Annual School Census

PPA Planning, preparation and Assessment – 10% guaranteed non-contact time for teachers.

PRP Performance Related Pay.

PRU Pupil Referral Unit

PSP Pastoral Support Programme for pupils at serious risk of permanent exclusion.

PTA Parent Teacher Association – or PSA (Parent Staff Association).

PTR Pupil/Teacher Ratio. This is calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers.

Pupil profile Broad evaluation of a pupil's personality, interests and capabilities. This forms part of the pupil's

QCA Qualifications and Curriculum Authority.

QTS Qualified Teacher Status

Quorum The minimum number of members at a meeting before decisions can be made.

RAISEonline Reporting Analysis for Improvement through School Self-Evaluation is a web –based system to disseminate school performance data to schools.

Resolution A formal decision which has been proposed, seconded and agreed – not necessarily by a vote – at a meeting.

RgI/RI Registered Inspector, who is authorised to lead an inspection team (colloquially, a 'Reggie').

ROA Record of Achievement.

SACRE Standing Advisory Council on Religious Education. Local statutory body which advises on religious education and collective worship.

'SATs' Standard Assessment Tasks© used for National Curriculum Assessment.

Secondment The release of staff on a temporary basis for work elsewhere.

Schools Forum A Schools Forum has been established in each LA area to advise on the allocation of the funding for schools; the majority of places on this body should be filled by governors and headteachers.

SEF Self-Evaluation Form

SEN Special Educational Needs. Learning difficulties for which special educational provision has to be made. May include children with physical disabilities or emotional and behavioural disorders.

SENCO SEN Co-ordinator. The teacher responsible for co-ordinating SEN provision in the school.

Setting A system of organising pupils into ability groups for particular subjects.

Sibling A brother or sister.

SIMS Schools Information and Management System. A computer package to assist schools in managing information on pupils, staff and resources.

SPS Skelton Primary School

Special school A school for children whose special educational needs cannot be met within a mainstream school.

Specialist school/college All maintained schools may apply for Specialist Status, allowing them to have a special focus on a chosen subject area, whilst meeting national Curriculum requirements. Special unit A unit attached to a mainstream school to cater for children with specific special needs.

SOC School Organisation Committee. Required to be established by the LA to consider its School Organisation Plan (SOP) for the provision of school places in its area.

SSAT Specialist Schools and Academies Trust

SSFA School Standards and Framework Act 1998.

Standard Number (SN) The legally determined number of pupils in the admission year group below which the PAN (see above) may not be set.

STRB School Teachers' Review Body. Makes recommendations to the Secretary of State on teachers' pay.

Standards Fund Devolved monies for school improvement projects, including staff development and governor training, some of which may be earmarked for specific purposes. (Being discontinued from 2008)

Stateminting (Early Health Care Plans EHCP) The procedure by which a child is formally assessed under the 1996 Education Act as having significant special educational needs.

Streaming Placing pupils in classes according to their ability.

TAs teaching Assistants

TDA Training and Development Agency for Schools

PDD Teacher Education Day. Each year 5 days during term time (now known as 'Inset' days and formerly Baker

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days) are set aside for staff training. Pupils do not attend school on these days.

TLRs Teaching and Learning Responsibilities

Threshold Teachers may apply to be assessed to be paid above the threshold of their incremental pay.

Trust deed The deed by which a Voluntary Aided or a Voluntary Controlled school has been established.

Trust Schools Foundation schools with a foundation body established under the Education and Inspections Act 2006 – the foundation body may appoint either a minority or a majority of the governing body.

TTA Teacher Training Agency.

UNISON Union of Public Employees

VA Voluntary Aided. School maintained by the LA except for some particular aspects, such as paying 15% towards some building costs. Usually a denominational school in which the governors have particular religious rights and also responsibilities.

Value Added When pupils are enabled to achieve above their assessed performance levels; the additional benefits accruing from, eg, a school's ethos or extra-curricular activities.

VC Voluntary Controlled. A denominational school wholly maintained by the LA but with certain residual rights regarding religious worship.

Vertical grouping Classes formed (in primary schools) with children of different age groups.

Virement The agreed transfer of money from the budget heading to which it has been allocated to another budget heading.

VOICE formerly Professional Association of Teachers

Walking distance The statutory distance beyond which the LA must provide free school transport is two miles for children up to 8 years old and three miles for those aged 8 and over.

Work experience A planned programme as part of careers education which enables pupils in school time to sample experience of a working environment of their choice.



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APPENDIX FOUR

Useful resources:

<http://www.education.gov.uk/a0056549/roles-of-governing-bodies-and-headteachers>

<http://www.education.gov.uk/governorline>

<http://www.education.gov.uk/schools/leadership/governance/traininganddevelopment/a0056738/governor-support-and-resources>

<http://www.ofsted.gov.uk/resources/good-practice-resource-%E2%80%93-school-governance-learning-best>

<http://www.ofsted.gov.uk/resources/strong-governance-learning-best-hmci-speech>

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00091-2012>

<http://www.ofsted.gov.uk/resources/school-inspection-handbook>

<http://www.education.gov.uk/a0056626/committees-of-the-governing-body>

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