



TERMS OF REFERENCE FOR THE GOVERNING BODY OF THORNHILL PRIMARY SCHOOL 2017

This paper summarises the Education (School Government) (Terms of Reference) (England) Regulations of 2000, which set down the legal framework for the terms of reference for governing bodies.

PREAMBLE

The governing body must act with integrity, objectivity and honesty in the best interest of the school and be open about the decisions it makes and the actions it takes. In particular the governing body must be prepared to explain its decisions and actions to interested persons (though this does not mean the governing body is required to disclose information it has decided should be confidential).

THE ROLE OF THE GOVERNING BODY

The governing body fulfils a largely strategic role in the running of the school.

1. The governing body will establish a strategic framework for the school by:
 - Setting aims and objectives of the school;
 - Setting policies to achieve those aims and objectives;
 - Setting targets to achieve those aims and objectives.
2. The governing body will monitor and evaluate progress towards achievement of its aims and objectives and regularly review the strategic framework for the school in light of that progress.
3. In establishing and monitoring the strategic framework the governing body considers any advice given by the headteacher and must comply with any trust deed relating to the school.
4. The governing body will act as a critical friend to the headteacher: it will support the head and offer constructive criticism.

THE ROLE OF THE HEADTEACHER

The headteacher is responsible for the internal organisation, management and control of the school and for the implementation of the governing body's strategic framework.

1. The headteacher will advise the governing body in determining and reviewing its strategic framework for the school. In particular the headteacher will formulate for consideration by the governing body aims and objectives for the school, policies to achieve its aims and objectives and targets for achievement of the governing body's aims and objectives.
2. The headteacher must at least once a year report to the governing body on progress towards achieving its aims and objectives, in particular towards meeting specific targets set.

DELEGATION OF THE GOVERNING BODY'S FUNCTIONS

In deciding how to delegate its functions, the governing body must have regard to its overall strategic purpose and the responsibility of the headteacher for the operational management of the school.

1. The headteacher will comply with any reasonable direction made by the governing body in performing any function it delegates to her.
2. The Governors of Thornhill Primary School delegate power to the headteacher for day to day running of the school.

The Governors at Thornhill Primary school have agreed to reduce the size of its body to 10 and to allocate specific responsibilities to individual governors. The full governing Body will meet **six times per year** acting as a corporate decision making body. The governing body must ensure that there is a quorum of 50% of the seats on the governing body (5 members) in attendance before a decision is taken.

FULL GOVERNING BODY STRUCTURE

Focus for each full governing body meeting is spread out over each term. Each meeting will cover all aspects of Governance but have a main focus; focus in **bold**. This is linked to the Ofsted framework for inspection.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Safeguarding & Policy Review	Overall Effectiveness	Overall Effectiveness	Overall Effectiveness	Overall Effectiveness	Overall Effectiveness
Personal Development, Behaviour and Welfare	Personal Development and Welfare	Personal Development and Welfare	Personal Development and Welfare	Personal Development and Welfare	Personal Development and Welfare
Current School Issues Finance	Current School Issues HT Report Finance	Current School Issues Finance	Current School Issues HT Report Finance	Finance Budget Setting	Current School Issues HT Report Finance
Leadership & Management SDP	Leadership & Management SEF	Leadership & Management SDP	Leadership & Management	Leadership & Management SDP	Leadership & Management
Teaching, Learning & Assessment	Teaching, Learning & Assessment Monitoring Feedback	Teaching, Learning & Assessment	Teaching, Learning & Assessment Monitoring Feedback	Teaching, Learning & Assessment	Teaching, Learning & Assessment Monitoring Feedback
SEND/PP/G&T	SEND/PP/G&T	SEND/PP/G&T	SEND/PP/G&T	SEND/PP/G&T	SEND/PP/G&T
Standards/ Progress	Standards and progress IDSR	Outcomes for pupils	Standards and progress	Outcomes for pupils	Standards and Progress

Overall Effectiveness: The Quality of Standards of Education

- Governance: Impact
- Early Years Provision
- Safeguarding
- Special Educational Needs
- Impact of provision for SMSC
- Impact of Governance
- Community links & Visitors
- Admissions/mobility

Leadership and Management

- Leaders and Governors Vision
 1. *Vision, ethos & strategic vision*
 2. *Challenge, holding HT to account*
 3. *Meet statutory duties*
 4. *Engage with key holders*
 5. *Set objectives for the governing body for the year*
- High expectations for achievement and behaviour
- Curriculum provision/Extra-Curricular Provision
- Use made of Sports and PP funding
- Promotion of British Values; preparing pupils for life in modern Britain
- Effectiveness of safeguarding
- Promotion of equality
- School improvement; SEF, SDP, SIP Reports
- Improvement towards Ofsted priorities
- Performance management
- Staffing/Personnel
- New Government initiatives and local Initiatives

Teaching, Learning and Assessment

- Teachers Standards being met
- Provision for disadvantaged pupils and more able
- Use made of assessment, impact of marking and feedback
- Pupils' views about their work and progress, pupils attitudes
- Impact of Teaching Assistants

Personal development, behaviour and welfare

- Attendance/punctuality
- Behaviour/attitudes to learning
- Bullying
- Pupils attitudes towards school
- Healthy Living

Outcomes for pupils

- Current standards and **progress**
- Standards against national averages
- Progress made by pupils in all year groups against their attainment
- Disadvantaged, SEN and most able pupils
- Performance of different groups of pupils; attainment and progress, comparisons

Early Years:

- Effectiveness of Leadership and management
- Quality of teaching, learning and assessment
- Outcomes for pupils
- Safeguarding
- Progress made by children

Current School Issues

- Finance
- Decisions which governors may have to make

- Policy ratification
- Health and safety

All governors must be fully involved in the life of our school, with clear responsibilities. This would mean that everyone plays a full and active role in all meetings. This model avoids repeating things and increases the number involved in the decision making and knowledge.

If the school has an unexpected or urgent issue then an action group could be established for a set time to focus on the issue.

Statutory committees such as Pay, Discipline and appeals would remain nominated for times they are needed.

Membership

The governing body shall be made up of one Local Authority governor, two Parent governors, five Co-opted governors, one staff governors, one Headteacher. The governing body will be responsible for appointing, co-opting or removing governors and appointing the Chair and Vice-Chair or removing the Chair.

Meetings

The governing body will meet not less than twice per term.

The governing body will meet also if any three members request a meeting.

There needs to be a minimum of three governors, excluding staff governors

Decision Making

1. The governing body must ensure that there is a quorum of 50% of the seats on the governing body (5 members) in attendance before a decision is taken. At no time may a decision be taken if the number of governors falls below the quorum.
2. Where a decision is taken about membership (e.g. removal or appointment of governors and Chair) at least two thirds must be present (i.e. 7).
3. A quorate meeting may make a decision by the majority of members present. If the vote is split the Chair has a second or casting vote.
4. The agendas and minutes of meetings are made available to the LA and at the school for anyone to read.

Responsibilities: September 2018 (Please also refer to Governing Body Job Descriptions)

Special Educational Needs	Mick Dillon
Equality and Diversity	Mick Dillon
Safeguarding/Looked After Children	Claire McDonald
Health and Safety	Claire McDonald/Mick Hankin
Pupil Premium/Sports Premium	Tony Swain
Curriculum	Sarah Kay
Training Co-ordinator	Debbie Candler

Complaints Committee:

Claire McDonald, Sarah Kay, Mick Hankin

Appeals Committee:

Mick Dillon, Tony Swain

Finance Responsibilities of the Governing Body

In consultation with the Headteacher,

- To draft the first formal budget plan of the financial year
- To establish and maintain an up- to- date 3 year financial plan
- To consider a budget position statement including virement decisions at least termly and to report significant anomalies from the anticipated position
- To ensure that the school operates within the Financial Regulations of the County Council and Central Government
- To receive and respond as appropriate to all audit reports.
- To ensure that a 'Register of Business Interests' is maintained
- To monitor expenditure of all voluntary funds kept on behalf of the Governing Body
- To annually review charges and remissions policies and expenses policies.
- To make decisions in respect of service agreements
- To make decisions on expenditure following recommendations from other committees
- To ensure, as far as is practical, that Health and Safety issues are appropriately prioritised
- To determine whether sufficient funds are available for pay increments as recommended by the Headteacher
- In the light of the Headteacher Performance Management Group's recommendations, to determine whether sufficient funds are available for increments
- To review annually the school's hiring and letting charges, and charges for the private use of reprographics and telephone etc.