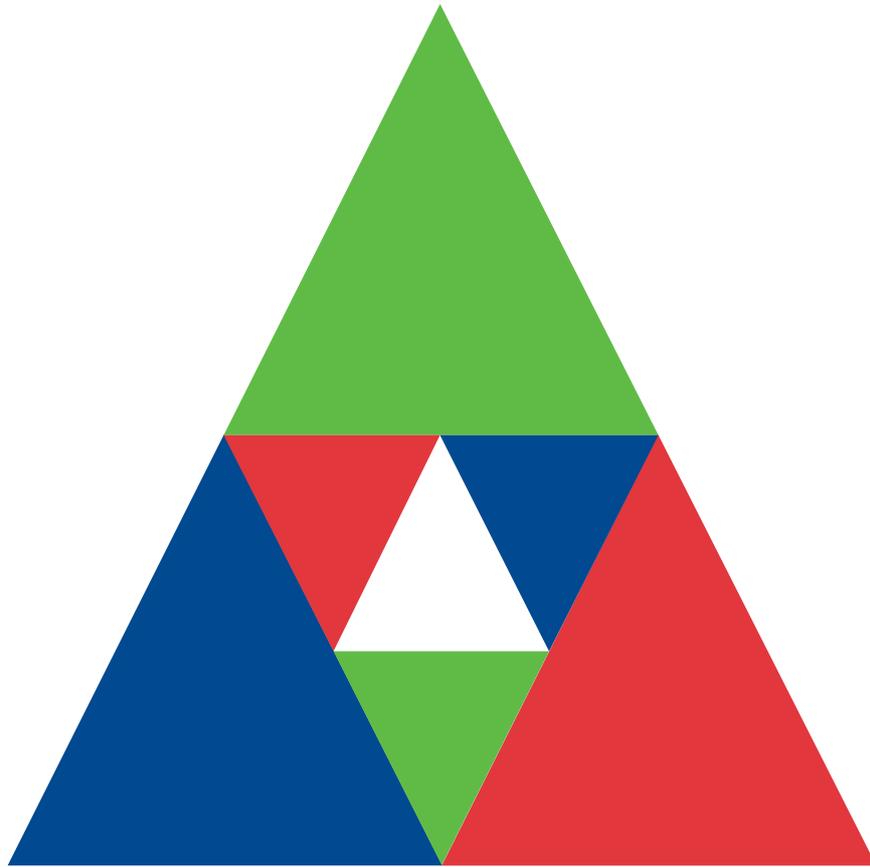


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# A Handbook for Governors of Schools in Wales

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GOVERNORS WALES  

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Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

# MINISTERIAL FOREWORD – A HANDBOOK FOR GOVERNORS OF MAINTAINED SCHOOLS IN WALES

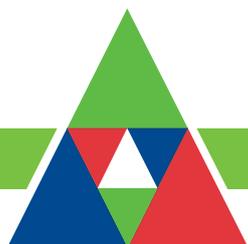
School governors have overall responsibility for the conduct of their school and within that particular responsibilities to promote high standards of education and the welfare of pupils. All of this is contained in a legal framework. Being a governor is both rewarding and challenging, but for governors to undertake their responsibilities and duties effectively and efficiently, they need guidance and support.

I am pleased to welcome this new edition of the Governors Wales handbook which provides school governors in all maintained schools with an accessible source of advice and information on their role.

I am grateful for the dedication of school governors and the important contribution they make to the running of schools in Wales. This publication, together with the support governors receive from local authorities and diocesan authorities in Wales, will help governors to fulfil their important role, in helping schools to deliver the best possible educational outcomes for all pupils. As Minister for Education, Children and Young People in the Assembly Government I am pleased to endorse the Handbook.



Jane Hutt  
**Minister for Education, Children and Young People**



# INTRODUCTION

Governors Wales is committed to supporting the effective governance of schools and the personal development of governors in Wales. It is hoped therefore, that the information which this handbook contains will be of assistance in helping you to fulfil your role and responsibilities as a governor.

Governors Wales will be interested to learn to what extent you have found this fourth edition of the handbook useful or ways in which the guide might be improved. We would be grateful if you would complete the evaluation form at the end of part 5 and return to: Governors Wales, Empire House, 1st Floor, Mount Stuart Square, Cardiff, CF10 5FN, or alternatively, via e-mail to: [contact@governorswales.org.uk](mailto:contact@governorswales.org.uk). The form can also be accessed on: [www.governorswales.org.uk](http://www.governorswales.org.uk)

You will notice references to the support services which local education authorities provide for governing bodies. Especially important are the activities of Governor Support Officers appointed by LEAs in order that governing bodies may receive information, advice, guidance and support as well as access to training opportunities tailored to the needs of governors. Further information is provided on page 9.

From time to time additions and revisions to the handbook will be produced in line with developments and legislative changes in school governance. Updates for the Handbook will be printed on the Governors Wales' website: [www.governorswales.org.uk](http://www.governorswales.org.uk). Information will also be e-mailed directly to schools and Governor Support Officers.

## Acknowledgements

Governors Wales is grateful for the advice and support of Directors of Education/Chief Schools Officers in Wales, Governor Support Officers, and the Welsh Assembly Government, all of whom have contributed to the production of this guide.



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# 1. What is a Governor?

A governor is someone who:-

- ▶ is a volunteer;
- ▶ cares about teaching, learning and children;
- ▶ represents those people with a key interest in the school, including parents, staff, the local community and the LEA;
- ▶ is part of a team which accepts responsibility for everything a school does;
- ▶ has time to commit to meetings and other occasions when needed;
- ▶ is willing to learn;
- ▶ is able to act as a friend who supports the school but is still able to cast a critical eye upon how the school works and the standard it achieves;
- ▶ acts as a link between parents, the local community, the LEA and the school.

## 2. Categories of Governors and Schools

### Who are School Governors?

You will discover that many kinds of people become governors of schools. Like you, they will have a particular reason for serving on the governing body. Because of these different reasons all governing bodies have a core group of governors consisting of:-

- ▶ parent governors;
- ▶ teacher governors;
- ▶ staff governors;
- ▶ LEA governors;
- ▶ the Headteacher (acting in the capacity of a governor where this is his/her choice);

Governing bodies will also consist of some of the following governors, depending on the type of school:

- ▶ community governors;
- ▶ additional community governors;
- ▶ representative governors;
- ▶ foundation governors;



▶ partnership governors;

▶ sponsor governors.

In addition, secondary schools will have associate pupil governors. Further information is available on page 6.

All governors share exactly the same powers and major goals which are to safeguard the quality of teaching and learning provided by the school to raise standards of achievement and attainment for the pupils and the staff, and to be accountable to the local community for the school's effectiveness.

You will soon find that the responsibilities which **all** governors share will be much more significant than the variations between the different kinds of governor.

From time to time you will need to remind yourself that the law gives you no powers as an individual. The law places powers with the whole governing body, of which you are only one member.

## Parent Governors

Parent governors are elected as representatives of the interests of parents of pupils currently attending the school. A parent governor can continue to serve as a governor until the end of their four year term of office, even if their child leaves the school during the period.

Parent governors may express their personal views at governing body meetings, however it is expected that these views would be representative of the interests of the parents at the school.

A parent governor should therefore keep “in tune” with the concerns and opinions of the majority of parents. However, it is important that when decisions are made, individual governors exercise their best judgement when contributing to the decision of the governing body.

The governing body can, if no parents, or not enough parents stand for election, appoint parent governors.



## Teacher Governors

Teacher governors are elected as representatives of the interests of the teaching staff of their school. Whereas on occasion they may give the views of teaching staff to the governing body, they are equally free to express their personal views and exercise their own judgements when decisions are made, like any other governor.

Sometimes the views of a teacher governor will not be those of their headteacher. If this is the case, it is wise for the teacher governor to pay the headteacher the courtesy of informing him or her before the particular issue is discussed in a governors' meeting.

## Staff Governors

Staff governors are elected from among the support staff (all staff employed at the school other than in a teaching capacity) at the school. They may be staff employed either under a contract of employment or a contract for services at the school.

Staff governors may give the views of the support staff to the governing body, they are also free to give their own personal views and exercise their best judgement when contributing to the decisions of the governing body.

## Local Education Authority Governors

Local Education Authority (LEA) governors are appointed by the LEA which maintains the school. LEA governors may present the LEAs views but they are not delegates of the LEA and they cannot be mandated by the LEA to take a particular view. LEAs should publish the process and criteria for identifying candidates for appointment as LEA governors.

## Community Governors

These governors are invited by other governors to join the governing body and are appointed by the governing body. Community members bring their own experience or skills to the governing body and can act as a link with the community in which the school serves. Community governors usually live or work in the community of the school area and are committed to the good government and success of the school.

## Additional Community Governors

An additional community governor is nominated by the community council(s) where a primary or nursery school is situated in an area where there are one or more community councils.



## A Headteacher Governor

A headteacher will be a full member of the governing body of their school unless they choose not to be a governor. If a headteacher decides not to be a governor they are still entitled to attend all meetings of the governing body.

The special position of the headteacher governor is important if a good relationship is to be maintained between the head and the governing body. The headteacher will:

- ▶ report to governors but also involve governors closely in the running of the school (without, of course, avoiding their own responsibilities);
- ▶ be honest, direct and open with governors;
- ▶ establish a good rapport with the chair person of the governing body;
- ▶ use simple and direct language rather than technical educational jargon;
- ▶ create a climate where governors feel welcome in the school and not just when governors meetings are held.

## Foundation Governors

Foundation governors are members of the governing bodies of voluntary aided, foundation and voluntary controlled schools. They ensure that the school preserves its particular religious character or that it is conducted in accordance with the terms of a trust deed.

## Sponsor Governors

This is a person who has given or is giving substantial financial assistance to the school or who has provided or is providing substantial services to the school or represents the interests of an organisation or business that has provided the same sponsorship.

## Representative Governors

Representative governors are members of the governing body in Community Special schools. Representative governors represent the interests of the local health board(s), NHS trusts or voluntary organisations associated with the school. They take the place of one of the community governors.



## Partnership Governors

Partnership governors apply only to foundation schools which do not have a foundation. They are appointed by the governing body from nominations by parents of registered pupils at the school and by other members of the community served by the school.

## Associate Pupil Governors

Associate pupil governors are nominated from members of the school council from Years 11, 12 or 13 in secondary schools. The aim of associate pupil governors is to provide the voice of the school council at governing body meetings and vice versa. They can also be members of the governing body non statutory committees and may vote at committee meetings (not governing body meetings) if voting rights are granted by the governing body.

## All Governors

All governors need to become fully involved in the activity of the governing body and to ensure continuity by attending meetings regularly.

Further information Fact Files on the different types of governors can be viewed on the Governors Wales website at: [www.governorswales.org.uk](http://www.governorswales.org.uk). Additional information regarding Parent governors, Teacher/Staff governors and LEA governors can be found in Part 5.

## The Clerk to the Governors

Meetings of the governors will be attended by the clerk to the governing body.

The role of the clerk and arrangements for appointment may vary from school to school. It remains the responsibility of the governing body to decide who should act as clerk and to appoint the clerk. The governing body will also need to appoint a clerk to the statutory committees. This can be the same person who is clerk to the governing body but may be someone else. Broadly, the clerk convenes the governing body meetings and keeps a record of the important matters discussed and decisions taken during the meeting (the record is called the “minutes”). The clerk also ensures that each governor receives proper notice of forthcoming meetings and makes sure that the work of the governing body is well organised, as well as maintaining a register of governors and reporting on any vacancies.



Further information is available in [The School Governors Guide to the Law and The Government of Maintained Schools \(Wales\) Regulations 2005.](#)

Some LEAs will provide a governing body clerking service which governing bodies may accept. Should governing bodies choose the LEA clerk service, they may be offered additional services such as:-

- ▶ advising the governors concerning governing body policies and procedures;
- ▶ advising governors concerning their responsibilities under the law;
- ▶ providing information about a wide range of matters of importance to schools and their governors.

The clerk is not a governor of the school and is **not** eligible either to participate directly in a debate or to vote. Usually, the cost of the clerk is met from the school's budget.

## The Director of Education/Chief Schools Officer's Representative

Any governing body may invite the Director or Chief School Officer's representative to give advice to the governing body, explain the LEAs policies or share good practice from other schools.

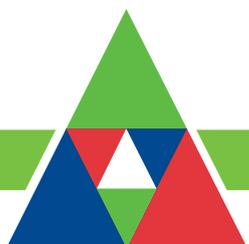
In some LEAs, the clerk to governors and the Director's representative might be the same person.

The Local Authority's Chief Finance Officer may have rights of attendance for the discussion of agenda items, which relate to his/her responsibilities, for example, issues of probity or financial management.

### Do all schools have governors?

All maintained schools have governing bodies and all maintained schools receive their funding (the delegated budget) from the LEA that maintains them.

The different types of schools are:



**Community schools** - funded and maintained entirely by Local Education Authorities (LEAs). The staff are employed by the LEA, although the governing body has responsibility for some employment functions such as appointment, suspension, dismissal/discipline etc.

**Voluntary Controlled Schools** - most schools in this category will have a religious character, but some will not. The school premises are held on trust by a foundation, and the LEA employs the staff, on the same basis as community schools.

**Voluntary Aided Schools** - The governing body is both the employer and admissions authority. The premises are held on trust by a foundation, usually a church and the governing body employs the staff and is responsible for religious education.

**Foundation Schools** - the governing body is both the employer and the admissions authority. At foundation special schools, the premises are held on trust by a foundation (which also often gives the school a religious character), or a specially constituted “foundation body” or are held on trust by the governing body. There are no foundation special schools in Wales.

**Community special schools** - funded and maintained entirely by LEAs for pupils with special needs. The staff are employed by the LEA, although the governing body has responsibility for some employment functions such as appointment, suspension, dismissal/discipline etc.

**Nursery schools** - provide education for children who have attained the age of two but are under the age of five.

**Independent Schools** (also known as “public” or “private schools”) - are schools which are not maintained out of public funds.

**Pupil Referral Units** - An establishment maintained by the LEA to provide education for children who are excluded, sick or otherwise unable to attend mainstream education. PRUs do not have a governing body.



### 3. Support and training for governors

There is a wide range of training and support available for school governors to assist you in carrying out your duties effectively. Governing Bodies hold many responsibilities and the need, therefore, for training has never been greater. Although training which is provided by Local Education Authorities (LEAs) and Diocesan Authorities is free of charge, it is not compulsory to attend. However, training is highly recommended regardless of whether you are a new or experienced governor.

It is particularly important for new governors to take advantage of the induction training that is available. These courses will provide an introduction to the major responsibilities, roles and tasks of the governing body. There may also be second level courses, on policy making, development planning, target setting and monitoring, to name but a few. Some training events may also be targeted at officers of the governing body, i.e. the clerk or the chair of the governing body, to help them carry out their roles more effectively. Some LEA programmes have events specifically aimed at helping parent, teacher, staff, community, foundation or LEA governors to feel more confident about their role and contribution to the governing body.

Likewise, whole governing body training is an excellent tool and governing bodies need to consider what their needs are on a regular basis and how training will help them meet those needs. Your Governor Support Officer will be able to offer advice on training. Details can be found in part 5.



## 4. What do I need to know?

There are many things that you will need to know to fulfil your role effectively as a governor but you cannot possibly learn everything there is to know at once. It will take time.

Some of the most important areas will feature in this handbook. Let's begin initially with the **Principles of Conduct for Governors of Schools in Wales.**

In order for governors to discharge their responsibilities and duties effectively and efficiently it is important to have a set of guiding principles, governors should:-

- ▶ ensure that their actions reflect the considered, best interests of the school and its pupils;
- ▶ attend governing body meetings regularly;
- ▶ on appointment avail themselves of the opportunity to attend induction training provided by the Local Education Authority or the school;
- ▶ on appointment, familiarise themselves with work of the school and keep this knowledge up to date;
- ▶ maintain their knowledge of current education policy, regulations and guidance and extend their skills by participating in training programmes including whole governing body training and other events;
- ▶ demonstrate a commitment to equality of opportunity and reflect this in developing and applying the policies the school is required to have in respect of disability discrimination, race relations, sex discrimination, and age discrimination;
- ▶ act as a critical friend towards those with professional responsibilities in the school, bearing in mind the governing body's own responsibility to promote high standards of educational achievement;



- ▶ be conscious of, and act within, the limits of the responsibilities of the governing body and when necessary, seek and give due consideration to professional information, advice and guidance;
- ▶ respect the responsibility of the headteacher for the day- to-day decisions in the management of the school;
- ▶ observe collective responsibility by supporting, once determined by democratic means, the decisions of the governing body;
- ▶ respect the governing body's right to deem certain matters to be confidential, restricting discussion of such matters, whether inside or outside governing body meetings, solely to governor colleagues and in appropriate cases solely to discussion within governing body committees;
- ▶ develop with colleagues on the governing body, a clear vision for the school;
- ▶ focus their contribution to governing body decisions upon what is in the best interests of pupils, and be conscious that the welfare of pupils should always come first in terms of child protection, health and safety and helping each child to develop their full potential;
- ▶ encourage and participate in systems which provide for open and effective communication, helping to establish a clear vision of the school's development;
- ▶ be aware that all governors are equal and respect others' views and behave accordingly in dealings with governor colleagues;
- ▶ be aware of their accountability to parents and others in the local community and seek to devise effective dialogue with all those interested in the conduct and standards of the school;
- ▶ observe all protocols and procedures agreed by the governing body;
- ▶ be open, honest, objective, fair and impartial and prepared to confront the personal prejudices that may hinder informed decision-making including conflicts of interest.



All the above will become clearer as you progress through the handbook.

## What is my legal liability as a governor?

This is a question that is frequently asked by both new and experienced governors.

Governing bodies are corporate bodies and so although the whole governing body is liable for what it does, the law makes it clear that individual governors will not have any personal liability for anything which they have done in good faith. In other words, you should act in good faith and exercise reasonable care and common sense and act within your powers in your capacity as a school governor.

If you are a member of a professional body, such as accountancy, there might be liabilities which arise as a result of your being considered to have been acting in a professional capacity whilst also acting as a governor. If this might apply to you, it would be wise to ask your professional body how best to protect your professional interest.

Governing Bodies should check with their LEAs **to ensure** that adequate insurance schemes are in place.

## What commitment is expected of a governor?

The responsibilities which governors undertake when they are appointed are something which you and your governing body need to think about very carefully. You will need to be able to commit your interest, enthusiasm and time to the tasks that being a governor brings. Although you can expect to find that the role of a governor brings personal reward and satisfaction, it does mean that you must be prepared to give some of your time to the work.

You will be expected to:-

serve a term of four years from the date of appointment (parent governors in Nursery schools serve two years), although you may resign at any time if you wish;

attend at least one governing body meeting during each school term and may be asked to attend committee meetings. You will find however that most governing bodies



will meet more than once throughout each term as well as attending the various sub-committee meetings;

- ▶ be prepared to participate as a member of a working party or committee of the governors from time to time;
- ▶ be prepared to devote time to visiting the school in order to observe the work of the school at first hand;
- ▶ attend training courses arranged by the Local Education Authority which are free of charge and which will improve your skills and contribute to your personal development.

## Can I be paid for being a governor?

No, although schools may pay expenses, in addition to travel and subsistence. The funds for payment of expenses etc, come from the school's delegated budget, and must be shown in the annual report to parents. For further information please refer to **The Governors Allowances (Wales) Regulations 2005** and **School Governors Guide to the Law**.

## Can I have time off work because I am a governor?

The Employment Rights Act 1996 gives employees the right to have time off to perform official duties – as long as time off is “reasonable” in the particular circumstances. If you are in employment, you should clarify with your employer the conditions for releasing employees from work and whether this would be with or without pay.

## How can a governor make sure something is discussed at a meeting?

You need to have the matter placed as an item on the agenda to be discussed at the next meeting of the governors.

You should notify the clerk, in writing, well before the date of the meeting.

It is best to talk to the chairperson and, if appropriate, the headteacher about matters



you wish to place on the agenda, in advance of the meeting. If three or more governors wish to have a matter discussed they have the right to request a meeting in writing to the clerk, who must convene a meeting as soon as is reasonably practical.

## Am I free to visit the school whenever I want?

Many schools will have a policy or protocol in place for governor visits to the schools.

You should arrange with the headteacher, a mutually convenient date and time when you can learn about the school's day to day work. You should tell the headteacher of any specific purpose for your visit when you are arranging the appointment. Once the date of your visit is arranged, try not to change it, but if a postponement is necessary, then let the school know as soon as you are able.

If you are a governor, but also have a child in the school, you are probably a frequent visitor to the school in your role as a parent. If this is the case, it is especially important that both the headteacher and staff of the school can clearly distinguish between your 'official' visits as a governor of the school and those in your capacity as a parent.

On arriving at the school for your visit, you must first report to the school office or secretary. This is not only courteous to the headteacher and the staff but also contributes to the security of the school.

Most teachers will be delighted to meet a governor who is showing a genuine interest in their work and that of their pupils. However, they will invariably want to prepare for your visit, for example, by arranging for samples of pupils' work to be available for you to see.

Many teachers will welcome their governors observing their lessons etc., however, you will be wise to always ensure that you negotiate the date, time and purpose of your visit with the headteacher.

The purpose for your visit must be agreed and made known to the members of staff you will meet. You are **not** an inspector and you should not behave as you think inspectors behave.



If governors have a concern arising from the visit they should take the matter up with the headteacher rather than comment directly to the staff or pupils. However, governors generally find their visits to their school to be positive and enriching experiences. It may be helpful to the governing body if individual governors make a brief report of their school visit to the next meeting of the governing body. It is useful if governing bodies agree to produce a standard format of reporting back.

You should work to establish a relationship with staff which both offers support and constructive criticism when this is appropriate. The relationship is unlikely to be productive if staff do not regard you as being worthy of their trust and confidence.

## If I do anything wrong, can I be removed?

Yes you can, if you are an appointed governor. The person/organisation who appointed you, can remove you, i.e. the LEA can remove LEA governors. If you are a community governor or appointed parent governor, the governing body can pass a resolution to remove you from office. However, you cannot be removed by your colleague governors if they do not like you; or because you're not good enough. Elected parent governors, teachers and staff governors cannot be removed.

You can, however, be **disqualified** from serving as a governor but the reasons for the disqualification are set out in law.

By the way, no one person is allowed to be a member of more than two Governing Bodies ... so you would be disqualified from being appointed as a member of a third (unless the third governing body is a temporary one or as an additional governor appointed by the LEA for a school in special measures).

However, if a school is deemed to be “failing” after inspection, i.e. found to have serious weaknesses, the Minister for Education, Children and Young People may replace the whole Governing Body.

## What can disqualify me?

The grounds for disqualifying a person from service as a governor of a school are very clearly identified. You will be disqualified from serving as a governor if, for example:-

- ▶ you are under 18 years old at the time of your appointment;



- ▶ you fail to attend meetings of, the full governing body for six months or more (unless the governing body has given its permission for your non-attendance);
- ▶ you were elected as the teacher or staff governor representative and you leave employment at the school;
- ▶ you will be disqualified from continuing to hold office as a community governor if you are eligible to be a teacher or staff governor at the school;
- ▶ you are bankrupt or are declared bankrupt during your term as a governor;
- ▶ you have or are sentenced to a term of not less than three months or more in prison without the option of a fine;
- ▶ you are liable to be detained under the Mental Health Act 1983;
- ▶ you will be disqualified if you refuse a request by the Governing Body for a Criminal Records Bureau Certificate.

This is not a definitive list. Further information on disqualification is available in **The Government of Maintained Schools (Wales) Regulations 2005 (Schedule 5)**.

## Suspension of Governors

The governing body by resolution can suspend a governor for all or any governing body meeting or committee for a fixed term of up to 6 months. This is obviously a last resort. The suspension should be on one or more of the following grounds that the governor:

1. if paid to work at the school, is the subject of disciplinary proceedings relating to his/her employment;
2. is the subject of proceedings of any court or tribunal, the outcome of which may be that he or she is disqualified from continuing to hold office as a governor in accordance with information in the Regulations.
3. has acted in a way that is not consistent with the ethos or religious character of



the school and has brought or is likely to bring the school, or governing body or his/her office into disrepute;

4. is in breach of his/her duty of confidentiality to the school or to any member of staff or pupil at the school.

## 5. How do Governors fulfil their responsibilities?

Governors carry out their work in a number of ways. Some of these may be more familiar than others. Because governors are encouraged to take ever greater responsibility for their schools, governors have to:-

1. attend meetings, committees and, perhaps, participate in small working parties from time to time;
2. visit the school so that they can get first-hand evidence of the quality of teaching and learning and the conduct of pupils;
3. present information to parents and receive their responses and opinions;
4. make themselves aware of the trends and developments in education and especially of any changes in the law which affect schools;
5. become part of an effective team of governors which is able to make the best use of their individual talents and exploit their strengths as a team;
6. set objectives for headteacher and adopt and implement a pay policy for all staff;
7. participate in the inspection of their school and draw up an action plan in response to the inspection report.
8. maintain confidentiality when required to do so.

to name but a few!



# 6. What exactly do governors do?

## The Accountability Role

Governors work together with the headteacher and staff of a school to make sure that schools provide successful teaching and learning for our children and raise standards.

Governing bodies exist so that schools are publicly accountable to parents, the LEA and the local community for what they do, for the results they achieve, and for the way in which the resources are allocated.

Governors are expected to:-

### 1. Agree the aims and values of the school

- ▶ agree what the school is seeking to achieve for its children and the community it serves;
- ▶ decide what aspects of school life are most important to the development of children and make sure that these are shared with parents and others in the local community, for example:-
  - ▶ behaviour of pupils;
  - ▶ moral and spiritual development of pupils;
  - ▶ equal opportunities and good relations;
  - ▶ the security of the school.



## 2. Agree policies relating to the aims, purposes and practices of the school.

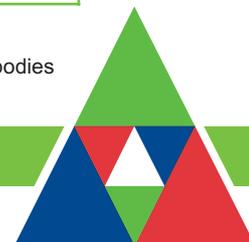
Below is a list of statutory policies and documents required, as well as recommended policies and documents:

<b><u>STATUTORY POLICIES</u></b> (Required by law to be determined, adopted and implemented by governing bodies)	<b><u>STATUTORY DOCUMENTS</u></b> (Required by law that the governing body has a duty to produce, adopt and publish)
<b>ADMISSIONS POLICY</b> Voluntary Aided and Foundation Schools (Community and Controlled Schools if the LEA transfers the responsibility to them): <i>Schools Standards and Framework Act (SSFA) 1998 as amended by the Education Act 2002</i> <i>Welsh Office Code of Practice on School Admissions 1999</i>	<b>ACCESSIBILITY PLAN</b> <i>Disability Discrimination Act 1995 (as amended by the Special Needs and Disability Act 2001)</i> <i>DDA, Part IV. DDA, Part III.</i> <i>Planning to Increase Access to Schools for Disabled Pupils – NAFW Circular 15/2004</i>
<b>CHARGING POLICY</b> All schools (Community Schools and Voluntary Schools should consult their LEA) <i>The Education (School Information) (Wales) Regulations 1999</i>	<b>ACTION PLAN FOLLOWING SCHOOL INSPECTION</b>  All schools  <i>Schools Inspection Act 1996, Section 17</i>
<b>COMPLAINTS PROCEDURES</b> All schools <i>Section 29 of the Education Act 2002.</i> <i>Guidance found in National Assembly for Wales Circular 03/2004 – School Governing Bodies Complaints Procedures, Guidance for School Governing Bodies on Procedures for Complaints Involving Pupils No. 39/2006.</i>	<b>DISABILITY EQUALITY SCHEME</b> <i>Disability Equality Duty, Dec 2006</i>
<b>CHILD PROTECTION POLICY</b> All schools The Education Act 2002, Section 175 <i>Welsh Office Circular 52/95 Protecting Children from Abuse: The Role of the Education Service</i>	<b>GOVERNORS' ALLOWANCES (SCHEMES FOR PAYMENT)</b> All schools (where governing body agrees to pay expenses) <i>Section 19(3) of the Education Act 2002</i> <i>Governor Allowances (Wales) Regulations 2005</i>
<b>CURRICULUM POLICY</b> All schools <i>School Government (Terms of Reference) (Wales) Regulations 2000</i>	<b>GOVERNORS' ANNUAL REPORT TO PARENTS</b> All schools <i>Education Act 2002, Section 30</i> <i>School Governors Annual Reports (Wales) Regulations 2001. It is anticipated that revised guidance from the Assembly will be issued in 2007</i>
<b>HEALTH AND SAFETY POLICY</b> For Voluntary Aided and Foundation Schools <i>See the School Governors Guide to the Law for relevant legislative listings</i>	<b>FREEDOM OF INFORMATION PUBLICATION SCHEME</b> All schools <b>Section 19 of the Freedom of Information Act 2000</b>



<p><b>PERFORMANCE MANAGEMENT</b> All schools School Government (Terms of Reference) (Amendment) (Wales) Regulations 2002 <i>School Teacher Appraisal (Wales) Regulations 2002</i></p>	<p><b>HOME-SCHOOL AGREEMENTS</b> All schools <i>Sections 110 and 111 of the SSFA 1998</i></p>
<p><b>PUPIL DISCIPLINE (INCLUDING ANTI-BULLYING) POLICY</b> All schools School Standards and Framework Act 1998</p>	<p><b>INSTRUMENT OF GOVERNMENT</b> All schools <i>Section 20 of the Education Act 2002</i> <i>The Government of Maintained Schools (Wales) Regulations 2005</i></p>
<p><b>RACE EQUALITY POLICY/EQUAL OPPORTUNITIES POLICY</b> All schools <i>Race Relations (Amendment) Act 2000</i> <i>See the School Governors Guide to the Law for relevant legislative listings</i></p>	<p><b>MINUTES OF AND PAPERS CONSIDERED AT MEETINGS OF THE GOVERNING BODY AND ITS COMMITTEES</b> All schools <i>The Government of Maintained Schools (Wales) Regulations 2005 N.B. With the exception of references to business a governing body deems to be confidential.</i></p>
<p><b>SCHOOL SESSION TIMES</b> <i>Changing of School Session Times (Wales) Regulations 2000</i></p>	<p><b>PROSPECTUS</b> All schools  <i>Education School Information (Wales) Regulations 1999</i></p>
<p><b>SEX EDUCATION POLICY</b> All secondary schools must provide sex education and keep a written record <i>Section 352 (1) (c) of Education Act 1996.</i> <i>Primary schools are not required but can decide whether to include sex education in the school's curriculum and keep a written record</i></p>	<p><b>REGISTER OF PUPILS</b> All schools  <i>The Education (Pupil Registration) Regulations 1995 (amended)</i></p>
<p><b>SPECIAL EDUCATIONAL NEEDS POLICY</b> All schools <i>The Special Educational Needs (Provision of Information by LEAs) (Wales) Regulations 2002, Special Educational Needs Code of Practice for Wales</i></p>	<p><b>REGISTER OF BUSINESS INTERESTS OF HEAD TEACHER AND GOVERNORS</b> All schools  <i>The Education (LEA Financial Scheme) (Wales) Regulations 2001</i></p>
<p><b>STAFF DISCIPLINE, CONDUCT, CAPABILITY AND GRIEVANCE PROCEDURES</b> All schools <i>Section 35 and 37 of the Education Act 2002</i> <i>The Staffing of Maintained Schools (Wales) Regulations 2006</i></p>	<p><b>TARGET-SETTING FOR SCHOOLS</b> All schools <i>The Education (School Performance and Unauthorised Absence Targets) (Wales) Regulations 1999</i></p>
	<p><b>TRANSITION PLANS</b> All maintained secondary schools and their feeder primary schools <i>The Education Act 2002</i> <i>Transition Plans must be agreed by September 2007</i></p>

\*N.B. The policies listed are those that the governing bodies of schools have a duty to produce and adopt for their schools. Those are not to be confused with other policies determined nationally and for which governing bodies have a **statutory duty** to implement for example, nutritional standards, acts of collective worship, etc.



## LIST OF NON-STATUTORY RECOMMENDED POLICES AND DOCUMENTS

NON-STATUTORY RECOMMENDED POLICIES	NON-STATUTORY RECOMMENDED DOCUMENTS
<b>HEALTH AND SAFETY</b> The LEA is responsible for setting the policy in Community, Community Special and Controlled Schools ( <i>refer to the Governors Guides to the Law for legislative position and listings</i> )	<b>SCHOOL DEVELOPMENT PLAN</b> All schools (Considered to be an essential document contributing towards the task of raising standards)
<b>SUSTAINABLE DEVELOPMENT</b> All schools <i>The Inspection Framework for Education and Training in Wales</i>	<b>SCHOOL UNIFORM POLICY</b> <i>Circular guidance will be available in due course</i>

### 3. Influence and approve the School Development or School Improvement Plan and approve and monitor the allocation and expenditure of the budget of the school

- ▶ Make plans so that the school's aims and those of the national curriculum can be achieved using the money available to do this. When schools receive their allocation of money each year, governors often feel the budget is not big enough to provide for everything the school needs, or to match the aspirations of parents and the staff.
- ▶ The Governing Body, or a smaller committee of governors will make decisions about how much money is spent on what. For example, spending for equipment, repairs, staff salaries, etc. However, the headteacher controls the purse-strings on a day to day basis and you will not have to buy or count the crayons! Further information is provided in Part 4.

### 4. Make sure the national curriculum is taught and there is sufficient staff to teach it

- ▶ The National Curriculum sets out the basic subjects which every school is obliged, by law, to teach, together with the standards which children are expected to achieve when assessed at various ages (please refer to Part 4);

### 5. Monitor and review their school's progress

- ▶ The Governing Body has clear responsibilities shared with the headteacher to



make sure that standards are improving. The governing body will need to review the way in which the school works to see whether strengths are being built upon and weaknesses corrected. This requires careful planning, observing the school in action, and making judgements about quality. The School Standards and Framework Act 1998 and Education Act 2002 set out the statutory responsibilities of governing bodies including the responsibility to ensure standards are improved in their schools.

## **6. Ensure individual pupils' needs are met, including additional needs**

- ▶ Some children have particular disabilities or learning difficulties and others may be particularly able or have very particular gifts. It is the responsibility of the governing body to make sure that the school pays attention to the needs of every child. Making special provision for children with very particular needs will need to be taken into account when the governing body discusses the school budget;

## **7. Recruitment and Selection of Staff (Refer to Part 4)**

- ▶ The governing body is responsible for selecting the staff it wants to work at the school. Headteachers and deputies are appointed by a governing body selection panel, although the full governing body must approve the appointment. The selection and appointment of other staff can be delegated to the headteacher or one or more governors, or one or more governors with the headteacher.

## **8. Give parents information about the school**

- ▶ It is for the governing body to decide how to keep parents and other interested local people informed about the progress of the school. The governing body must, by law, write a report to and hold a meeting with parents once a year. However, if the school is established in a hospital or is a maintained boarding school where 50% or more of the pupils are boarders, the governing body can decide that it is not practical to hold an annual parents meeting. There are also other exemptions to the requirement to hold an annual parents meeting which apply for one year only, for example:

(1) if a parents' meeting has been held after a school inspection, to discuss the



inspector's report prior to the governing body producing its action plan;

- (2) if the governing body has held a meeting or meetings where all parents have been invited and which has been attended by three or more governors;
- (3) if fewer than 5% of parents respond to a notice sent out accompanying the annual report asking parents if they wish the governing body to hold the annual meeting.

Reference source: **The Annual Parents' Meeting (Exemptions) (Wales) Regulations 2005**

**The School Governors Annual Reports (Wales) Regulations 2001** lays down how the governing body's Annual Report to parents is set out and what basic information must be given to parents. Further information is provided in Part 2.

## 9. Produce action plans for improvement following school inspections

- ▶ There is a Welsh Assembly Government programme to ensure that all schools are inspected at least once every six years, carried out by Estyn inspectors. The inspectors will hold meetings to report on what they have found. Where improvements to a school are necessary, the governing body must write an action plan to show how their school is to improve its performance.

## 10. Establish and maintain positive links with the local business community and the wider community

- ▶ Schools benefit from good links with local businesses, and there are often people from local business on each governing body. There are many examples where links between local businesses and the school, and links between the school and its wider community can be of benefit to children, staff and parents.

## 11. Support the day-to-day operational decisions taken by the headteacher

- ▶ The headteacher has direct responsibility for managing the staff, resources and pupils



of the school, within the policies agreed by the governors (and in certain instances, by the Local Education Authority). Headteachers' decisions should reflect particular policies the governing body have previously agreed.

## 12. Promote the effectiveness of the governing body

- ▶ You may not agree from time to time with individual governors on the governing body, the chairperson or perhaps with the decision of the majority of your colleagues. Remember that governing bodies are corporate bodies and once a decision has been taken, all governors have a duty to stick to and support the decision. This is a rule which you must observe since individual governors have no powers to act alone under the law. Equally, ignoring collective decisions and responsibility is a very successful way of making yourself unpopular with almost everyone!
- ▶ There is no such thing as the 'perfect' governing body or individual governor. All governors will experience times when they feel that they have not enough knowledge or the personal skills to deal with a problem properly and are often afraid to ask questions. Part of the problem is often one of confidence. Confidence comes from individual governors feeling well prepared for the demands of the job and dealing with things they expect to crop up, rather than being ill prepared. Attending relevant training will help build confidence through the knowledge imparted. In addition, you have the opportunity to meet other governors and discuss any concerns.
- ▶ In order for you to become fully knowledgeable and effective in your role as a governor most LEAs run training programmes. The Local Education Authority Governor Support Officer can tell you about the local arrangements for governor training. (A list of contact details for LEAs, is included at the end of the Handbook in part 5).
- ▶ Each LEA has a Governor Support Officer whose job it is to provide information, support, advice and guidance to governors as well as organising training. If you have particular questions or concerns, your Governor Support Officer can give you individual support. Don't forget that some of your governor colleagues will be very experienced and willing to advise and help you, or point you in the right direction. **Governors Wales** can also be a useful source of independent information, advice and guidance, available to governors associations, governing bodies and individual governors. A confidential



bilingual helpline service is provided (**0845 60 20 100** – Weekdays: 9am to 10.00pm; weekends: 11.00am to 4.00pm).

- ▶ Part 5 lists some other organisations which exist in order to provide information, advice and training for governors and others interested in the education service.

## PUBLIC ACCOUNTABILITY AND GOVERNORS

### To whom is the governing body accountable?

“The headteacher and professional staff are accountable to the governing body for the school’s performance. The governing body must be prepared to explain its decisions and actions to anyone who has a legitimate interest. This may include staff, pupils, parents and the press; as well as the LEA, the school’s foundation or the “National Assembly”.  
*(Extract from ‘Guidance on the School Government (Terms of Reference) (Wales) Regulations 2000, NAFW Circular No: 34/2000).*

Successive education reforms have emphasised the role of governing bodies, both in terms of their responsibilities for raising standards and their accountability to parents and others in the community for their oversight of the conduct and standards of a school.

Many of the direct responsibilities which governing bodies currently discharge have been progressively transferred from the Local Education Authorities. The governors of schools, whether appointed or elected, are responsible for their school as a result of the decisions they take as members of the governing body.

#### 1. Parents

Parents have a responsibility to ensure that their children attend school to access full time education. It is the responsibility of the LEA to ensure that parents comply with this duty.

The quality of a child’s education depends considerably on the relationship that exists between parents and the school. Throughout this guide, the term ‘parent’ also means any person or organisation with parental responsibilities as defined under the Children Act



and in Circular No 12/2007 Parents and Parental Responsibility, including those who act as guardians, foster parents or carers.

### The Responsibilities of the Governing Body towards Parents

The governing body, acting in the best interest of pupils, discharges its general responsibilities through the school/parent partnership. There is a legal framework designed to promote this partnership in schools maintained by the LEA. These specific statutory responsibilities towards parents include:

▶ the provision of a School Prospectus

This is a document which each school prepares giving comprehensive information to the parents of prospective pupils.

▶ the provision of a Home-School Agreement

This document explains the aims and values of the school; the responsibilities it intends to discharge towards the pupils; and the responsibilities which it expects parents and pupils to discharge. Parents and pupils are invited to sign a declaration to indicate that they acknowledge and accept the school's aims, values and responsibilities and their own responsibilities.

▶ an obligation to provide, on request, specified information about what their child is taught.

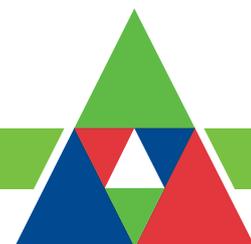
▶ providing, on request, a summary of the school's sex education programme so that parents are aware of their right to withdraw their child from part of or all of the programme.

▶ providing, at least annually, a report on their child's progress and achievements.

▶ maintaining accurate pupil records.

▶ publishing policies for pupil behaviour.

▶ making available for inspection at the school, all non-confidential papers which have been considered at meetings of the governing body.



- ▶ issuing an annual report about the school's performance and convening an annual meeting with parents in order to discuss the report.
- ▶ publishing a policy for making, and remitting, charges for those school activities for which, exceptionally, charges are permitted.
- ▶ dealing with complaints efficiently and fairly;
- ▶ co-operating in inspections

When the school is inspected by Her Majesty's Inspectorate for Education and Training (Estyn), the governing body must arrange a meeting between parents and the Registered Inspector who heads the inspection team. It must also make available to parents both the inspection report and the action plan drawn up by the governing body in response.

### **Ensuring that arrangements are made for the election of Parent Governors**

Governing bodies have to include a prescribed number of elected parent governors.

### **The school's relationship with parents**

Although the legal framework to support the school/parent partnership is important, many governing bodies have other arrangements in place by which parents are informed, consulted and involved in the work of the school. Most of these arrangements are discharged by the head teacher, as part of the day-to-day management of the school. It is the responsibility of the governing body to review with the head teacher how effectively these promote good school/parent relations. Certain aspects of the relationship deserve particular attention:

#### **▶ Parent-Teacher Association (PTA)**

A PTA or similar body offers parents a constructive outlet for their commitment to the school, for fund raising and may be a useful sounding board of parental opinion.

#### **▶ Dealing with Parental Concerns**

The governing body should ensure that arrangements are in place to enable parents with a question or concern about their child's progress, behaviour or welfare to have



the matter dealt with by staff effectively and efficiently.

- ▶ The governing body should ensure that it has a clear policy covering parental visits to the school.
- ▶ The governing body must have a procedure for dealing with complaints from parents

## Rights of Parents

### ▶ Appeals

Parents can exercise their right of appeal over decisions taken concerning admissions and exclusions.

#### (i) Admissions

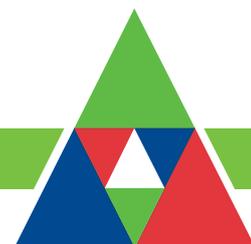
Parents have the right to appeal to an independent appeal panel in the event that an application for their child's admission to the parents' preferred school is unsuccessful.

#### (ii) Exclusions

In the event of a decision to exclude a child, the parents have the right to make representation to the governing body. For permanent exclusions, parents may make an appeal to an independent appeal panel, if the discipline committee upholds the decision to permanently exclude.

### ▶ Special Educational Needs (SEN)

Under the statutory Special Educational Needs Code of Practice for Wales, parents can make representations to the school or the LEA in relation to their child's SEN, which may involve consideration by the governing body.



## 2. The LEA

Although the governing body of a maintained school is responsible for the conduct and standards of the school, Local Education Authorities share with governing bodies responsibility for standards in schools and discharge strategic responsibilities for the overall provision of education services in their particular area. LEAs provide governing bodies with strategic and support services which help to create a level of common policy planning practices that all schools share.

Governing bodies must, therefore, have regard to the role and responsibilities of their LEA in the way in which they conduct themselves and in the course of certain of the decisions that they take.

**The Code of Practice on LEA-School Relations (Welsh Office, June 1999)** is an important source of guidance for governing bodies who should “... for all normal purposes observe its principles and guidance”. The Code of Practice lists those aspects of a governing body’s work where there is accountability to the LEA. According to the code, governing bodies must:-

- ▶ comply with the LEA’s requirements relating to delegation;
- ▶ ensure that their school operates appropriate financial record-keeping and reporting;
- ▶ comply with the principles of best value;  
make effective use of resources.

Nevertheless, despite the areas of work in which governing bodies are accountable to the LEA, the Code of Practice also states unequivocally that “the conduct of each maintained school is under the direction of its governing body and the governing body is required to conduct the school with a view to promoting high standards”.

Although the Code of Practice goes on to emphasise that “...every school must take active responsibility for its own standards” it identifies those aspects of governance where governing bodies have a duty to comply with the requirements of the LEA. For example, governing bodies must:-



- ▶ agree the process of annual target-setting with the LEA;
- ▶ set and publish attainment targets on an annual basis;
- ▶ consult with the LEA before the selection and appointment of staff;
- ▶ consider advice from the LEA before making decisions on the appointment of head teachers;
- ▶ respond to written concerns raised by the LEA regarding the performance of the school or the head teacher;
- ▶ notify the LEA of any action the governing body proposes to take in the light of such reports.

### 3. Pupils

Needless to say, the prime concern of the governing body is the welfare and education of the pupils attending the school. It is laid down that the governing body's purpose is to "... take action which will best serve the pupils of the school" (*Code of Practice on LEA-School Relations*).

There will be many pressures upon you as a member of the governing body of a school and many decisions about your school which you will help to make. It is easy to become tied-up in routine business, so, just occasionally, remind yourself that the real purpose of your role and involvement is the welfare of the pupils of your school. Whenever you take a decision it will always have some effect on individual children.

### 4. The community

Governing bodies are:

"... accountable to the communities they serve" (*Code of Practice on LEA-School Relations*).



- ▶ responsible for appointing governors to represent the community.
- ▶ responsible for making decisions (in partnership with the LEA) about the community use of the school.

Governing bodies and individual governors might reflect, from time to time, upon the extent to which particular decisions they have taken have resulted in tangible benefits to pupils.

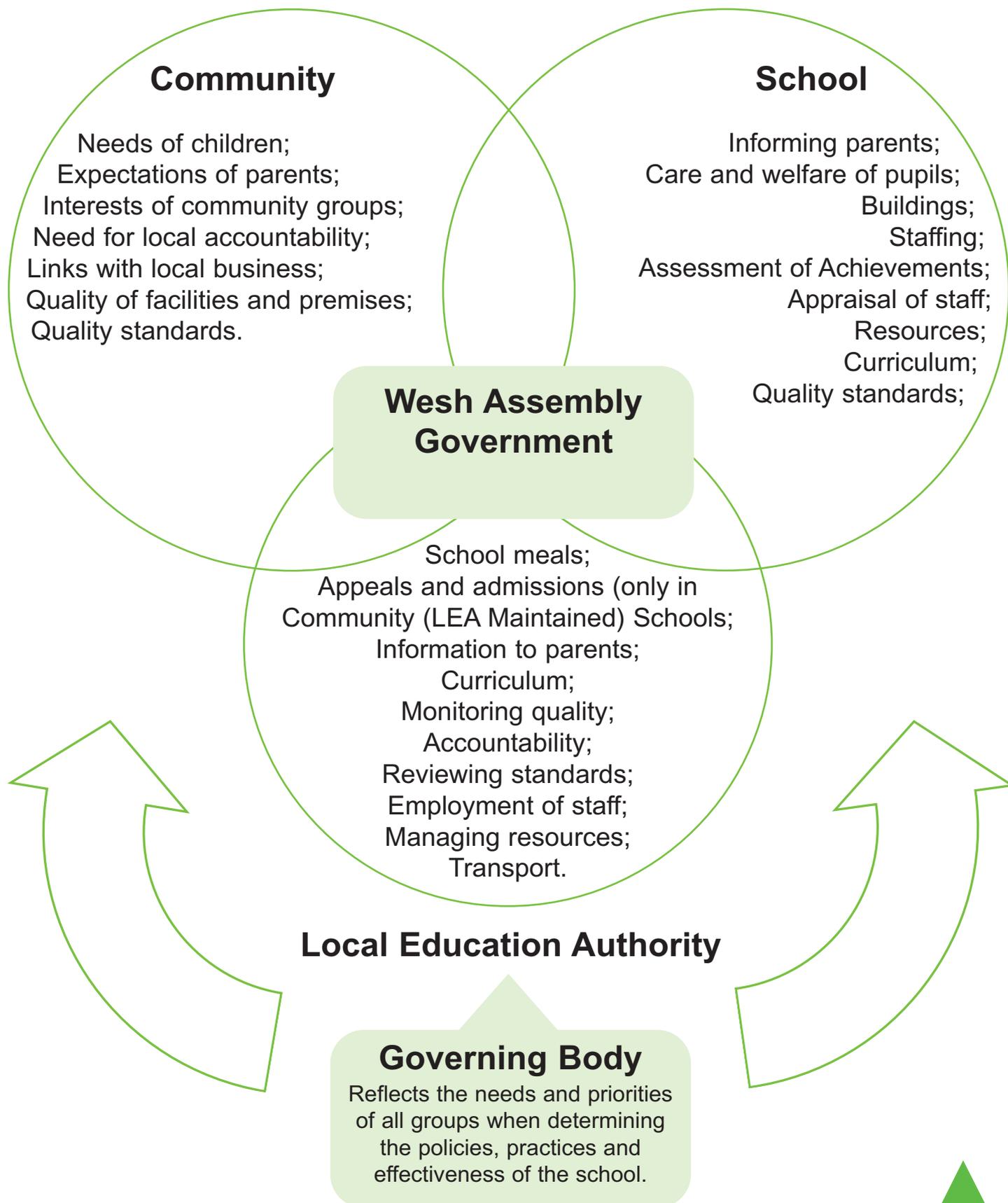
## 5. The Welsh Assembly Government

The thousands of governors serving on the governing bodies of schools have been described as "... an unpaid army of volunteers". Governors are volunteers and discharge their responsibilities without payment. They are responsible for ensuring that Welsh Assembly Government policies for schools are implemented locally and must discharge their duties with regard to UK legislation.

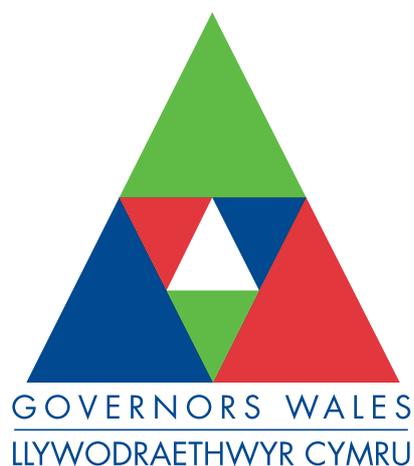
- ▶ With regard to the Welsh Assembly Government, a governing body must:-
- ▶ comply with Welsh Assembly Government regulations, policies and initiatives for schools and education;
- ▶ have regard to the published Code of Practice on LEA/School Relations;
- ▶ observe its responsibility to the Assembly Government where the school governed is subject to special measures following an inspection by Estyn;
- ▶ co-operate with Estyn over the arrangements for the inspection of the school;
- ▶ set and publish targets;
- ▶ act reasonably in the course of conducting its business and discharging its responsibilities.



# Sharing Responsibilities – How Governors are responsible and accountable







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# 1. THE CORPORATE RESPONSIBILITIES OF THE GOVERNING BODY

The governors of schools have no powers to act as individuals unless very specific tasks have been delegated to them by their governing body. The functions of governing bodies are exercised corporately. That is, the decisions taken are those of the governing body as a whole, exercising collective responsibility. It follows that one of the most important tasks of a governing body is to build itself into an effective team.

A team is a group of people working together with a common purpose. Each team member has unique qualities, experience, skills and special interests that must be integrated with those of other members. Individual differences are a team's greatest asset since they help to allocate particular tasks amongst members of the team.

A good team is one whose members are aware and supportive of each other. They share the work. They are eager to learn and develop. They know and abide by the rules that safeguard every individual's space. They accept responsibility for the quality of their work together.

A team may be considered effective if:-

- 1) it capitalises upon its strengths and appoints new members when it needs a better range of skills and experience;
- 2) it gives priority to the continuous training and development of all its members;
- 3) it shares the workload and gives individuals opportunities to develop specialist roles;
- 4) responsibilities are corporately exercised;
- 5) time is allocated to periodically review of the team's effectiveness.



### **i) Capitalising on governing body strengths**

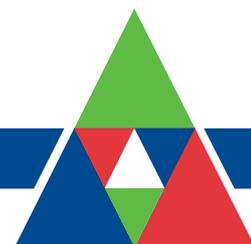
The effectiveness of a governing body clearly depends on the qualities, skills and experience its members bring to the service of the school. With its ever increasing role and responsibilities, no governing body can afford to have its effectiveness impaired by individuals who lack motivation or are unable to give the necessary commitment and time that the work entails. An even greater commitment is needed from some governors, notably the Chair. Every governor has to be ready to serve on sub-committees, as well as attending governing body meetings and participating in governor training and development.

The governing body can create opportunities to encourage parents and others to offer themselves for election or appointment. However, the role of governors must be positively presented. Too often people who might otherwise be interested undervalue themselves and their potential contribution. They may mistakenly suppose that schools only want people with skills in financial or personnel management. What is needed are people who understand that education is important and that schools need their time, commitment and experience. Governors who can represent the range of interests in the local community are especially valuable even though they need not be parents of pupils in the school or indeed, parents.

### **ii) Continuous Training and Development for governors**

For many people, becoming a governor is an unusual even daunting experience. The governing body should establish a procedure for the induction of new governors that builds upon any induction arrangements and training offered by the LEA, or the diocese authority (the area over which a bishop has jurisdiction). Every new governor should be encouraged to attend the induction sessions. Governing bodies should ensure that their new governors receive an information pack containing:

- ▶ the Governors Wales' Handbook
- ▶ School Governors Guide to the Law
- ▶ the school prospectus (Welsh Assembly Government Circular No: 14/01 School Prospectuses) (revision expected in the autumn term 2007);
- ▶ the admissions policy;



- ▶ a copy of the last annual report;
- ▶ the head teacher's most recent termly report;
- ▶ the latest Estyn inspection report;
- ▶ school policy statements;
- ▶ the current staff list;
- ▶ a list of governors, with pen portraits;
- ▶ the timetable for the next year's governors meetings;
- ▶ terms of reference for all committees;
- ▶ briefing notes for governors from the LEA;
- ▶ a map of the school;
- ▶ a policy statement about visits to school;
- ▶ school procedures;
- ▶ the current programme of LEA training events for governors.

It helps to assign an experienced colleague to each new governor to whom they can turn to for help and advice. The chair is best placed to choose governors with the skills suited to performing the role of 'mentor' and the time to devote willingly to this extra task.

Most governors gain a great deal from making an early formal visit to the school, provided they observe the protocols involved. A first-hand impression of the school gives governors a context and background to the papers and discussions at meetings and provides a secure basis for greater participation in decision-making.



Every new governor will soon appreciate that government policies and regulations affecting schools, many of which are the direct responsibility of the governing body, are constantly changing. Every governor, therefore, must seek to update their knowledge and their skills at regular intervals. Participating in training events will contribute to the effectiveness of every governor and help make serving as a governor more personally rewarding.

### **iii) Sharing the workload**

It is not practicable for the governing body to carry out all their tasks in the course of a meeting. Consequently some of the work must be delegated to sub-committees. Nevertheless, the governing body retains corporate responsibility for everything that is done on its behalf. Some matters cannot lawfully be delegated (refer to section 7). The great virtue of sub-committees is that, apart from sharing out the workload, they give more people a chance to participate at a detailed level in smaller and less formal groups.

Establishing an effective sub-committee structure is, however, not without its difficulties. Problems can arise when too much power is vested in one sub-committee: for example if finance, policy and curriculum are grouped together. The governing body should review annually its sub-committees and their terms of reference and membership. This is to ensure that the work of each sub-committee remains relevant and effective, and to give members an opportunity to change roles from time to time.

Governing bodies may appoint individual governors to take an interest in a particular aspect of the curriculum, for example for literacy or numeracy. In primary schools it is common to link a governor with a particular class so that they get to know the children and their teacher well.

An important aspect for the future success of the governing body is to develop skills by encouraging governors to take on positions of responsibility, for example, as chairs of sub-committees.

### **iv) Corporate responsibilities**

Individual governors must never forget their corporate responsibility. Once made, decisions of a governing body are binding upon all its individual members, including those who might have disagreed with the majority supporting a decision.



Governors should not under any circumstances dissociate themselves publicly from properly made decisions of the governing body. Neither should governors discuss confidential matters outside the meetings. Every governor must be loyal to majority decisions and in cases where particular governors strongly disagree with the majority of their colleagues, they can request that their dissent is recorded in the minutes of a meeting.

## 2.THE ROLE OF THE CHAIR

The Chair of the governing body (elected annually) plays a key pivotal role in the effectiveness of the governing body. The Chair leads the governing body but does not have any power to act on the governing body's behalf without instructions, except in certain cases of urgency.

The role of the Chair is primarily:

- ▶ to ensure that meetings are conducted efficiently following the correct governing body procedures;
- ▶ to consider and approve the agenda for each meeting and to ensure that it is manageable;
- ▶ to maintain communication with the headteacher and governors between governing body and sub-committee meetings;
- ▶ to act as a spokesperson on behalf of the governing body where necessary;
- ▶ to ensure that information and documents received are shared with the governing body.



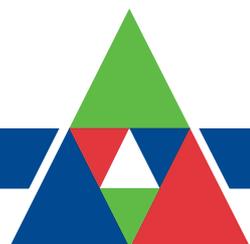
# 3.WHAT TO EXPECT AT A GOVERNORS MEETING

As mentioned earlier in Part 1, governing bodies are required to hold one full governing body meeting per term. This, however, is a minimum requirement and you will find that governors attend far more meetings than this usually – ranging from sub-committees, working groups to the Annual Parents' Meeting. The first governing body meeting of the academic year is usually when the Chair and Vice-Chair are elected, governors are appointed to committees and terms of reference are agreed. It is always useful at this time to agree meeting dates for the year in advance.

For a governing body to be effective it must handle its business efficiently. You can expect:

1. to receive a written notice of the date, time and location of a meeting at least five clear working days before the date of the meeting;
2. the notice of the meeting should be accompanied by an agenda which lists the matters to be discussed at the meeting together with supporting documentation;
3. that some of the business discussed by the governors will be about important but routine matters, for example, about repairs to the school building.

The rest of the section explains in more detail the kinds of things that you can expect at a meeting of the governing body.



## 4. AGENDA AND MINUTES

The chairperson, headteacher and the clerk to the Governing Body will prepare a list of the items of business to be discussed at each meeting. Members of the Governing body can ask the Chairperson to place an item on the agenda, provided adequate notice is given. If three or more governors want to discuss an issue, they should inform the clerk in writing, who must arrange a meeting as soon as is reasonably practicable.

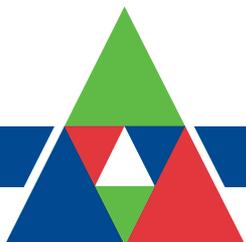
What agenda items might you expect to find on the agenda for a Governing body meeting?

### **Agenda (typical items)**

1. Apologies for absence
2. Welcome to new Governors (if applicable)
3. Minutes of the last meeting
4. Matters arising from the minutes
5. Headteacher's Report
6. School Improvement Plan
7. Committee Reports
8. Governor Training & Development
9. Correspondence

### Exclusion of press and public – confidential items

10. Pupil exclusions



11. Staffing matters
12. Any other business **(if agreed to be taken)**
  
13. Date of next meeting

So that you know what to expect, the paragraphs which follow outline some important parts to remember about each agenda.

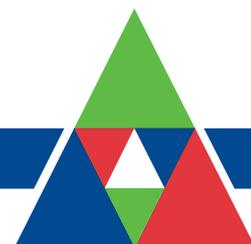
## **1. Apologies for Absence**

The official record of each meeting, (the minutes), records the names of all governors present at the meeting. The clerk will pass around an attendance book or list which each governor signs to show that they have attended. Where a governor has sent an apology, the minutes of the governing body meeting should record the governing bodies consent to the absence. If a governor has failed to attend governing body meetings without the consent of the governing body, for 6 months, he or she can be disqualified.

It is very difficult for a governing body to be effective unless its meetings are well attended. On the other hand, everyone accepts that there are occasions when you are unable, due to family, business or other commitments or because of illness, to attend. It is a good idea to warn the clerk to the governors, or the chairperson that you will be unable to attend a meeting. This is not only to be courteous to the chairperson but if several members of the governing body are unable to attend a particular meeting, the number of governors who do attend might be too few for the meeting to be able to take any decisions at all. The minimum number of governors who must be present is known as the 'quorum'. The quorum for a meeting is one half (rounded up to a whole number) of the governing body excluding any vacancy.

## **2. Minutes of the last meeting**

The minutes are the official record of the main matters discussed during a meeting and of any decisions taken. The minutes are taken by the clerk and it is very important that the clerk's written record of a meeting corresponds with the governors' recollection of what took place. Sometimes, there may be an error in an item which you would bring to the



attention of the chairperson so that it may be corrected in the next set of minutes. In order to establish whether the minutes are a true record of the last meeting, there will be a proposer and a seconder to confirm this and the chairperson will sign or initial each page of the minutes. The governing body must provide a copy of the draft or signed minutes of a particular meeting where requested by the LEA and must make them available for inspection at the school to anyone who requests to see them.

### **3. Matters arising from the minutes**

The Chairperson will normally read page numbers, pausing briefly between each one, and, if there is an item you need to query or ask for further information you should do so at this stage.

### **4. Headteacher's Report**

This report will normally contain information about progress on the school's development with an emphasis on planning and evaluation. It will refer to any matters which, at a previous meeting, the governing body specifically asked the headteacher to report upon. It will also report on matters relating to health and safety, visitors to school, pupil achievements and awards etc.

### **5. School Development Plan (SDP)/School Improvement Plan (SIP) (refer to Part 3 (6))**

Feedback will be presented by the headteacher on the SIP or SDP. Progress made to date will be discussed and evaluated. Curriculum co-ordinators may be invited to give an update on their particular subject area etc. (Additional information noted in Part 3).

### **6. Committee Reports**

Much of the work of the governing body is dealt with by giving specific tasks to small committees or working parties. However, their findings must be reported to the governing body. Ideally these reports should contain a brief statement of the conclusions reached, the reasons for those conclusions and a concise summary of the main points which were discussed.



## 7. Governor Training & Development

This item will usually report on any Governor Training & Development programmes that are available through your Local Education Authority or other provider. There will also be some feedback from other governors about recent courses they have attended.

## 8. Correspondence

You should receive a brief report on any correspondence received by the school or the Chairperson since the last meeting of the governors. There may be letters from your Local Education Authority, the Welsh Assembly Government or other bodies or persons. There may be decisions or action to be taken, but some correspondence may simply give information to the school or its governors. Whereas the governing body may note this information, no immediate decisions or action may be necessary, for example:-

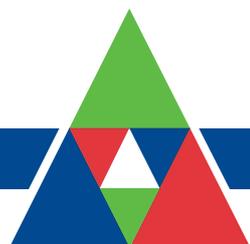
### ► Circulars published by the Welsh Assembly Government

From time to time there will be changes in the legislation that may affect you as a school governor. Details of these and other specific guidelines are usually distributed by the Welsh Assembly Government to the LEAs to be copied to you.

## Exclusion of press and public - Items deemed to be confidential

Meetings of the governing body of a school are considered to be 'public' meetings, insofar as the agenda, the approved minutes and any other document considered at a meeting must be made available at the school to anyone who wishes to inspect them. However, the governing body may decide that certain information is confidential, for example, the minutes relating to a staffing matter. It is for the governing body to decide whether members of the public or the press may attend their meetings. However, when the governing body is considering matters which are of a confidential nature, at this point in the meeting, members of the public and press will be required to leave.

Minutes are usually in two parts and the confidential items are in the second part. When the confidential part of the agenda is reached all non-governors, apart from the clerk and



the Headteacher (if not a governor) should be asked to leave the meeting (as determined by the governing body). It is important however, to note that even the confidential part of the minutes must be made available if requested under the Freedom of Information Act 2000, although information will have to be blanked out to meet requirements in the Data Protection Act.

## 9. Pupil Exclusions

You will receive a regular report on the number of exclusions, reasons for which pupils were excluded and results of any appeals. You will find that individual pupils are never identified by name in the records of the meeting.

## 10. Staffing Matters

Any matters relating to the staff of the school may be reported to you by the headteacher or chair of governors.

If you have an 'interest' in any matter raised, you must declare it and withdraw from the meeting.

## 11. Any other Business (if agreed to be taken)

There are different approaches regarding Any Other Business. It allows urgent matters, which could not be included in the formal agenda circulated to all governors in good time for the meeting, to be considered (if agreed). It is good practice for you to ask the chairperson before the meeting if you wish to raise an issue under Any Other Business. **If it is a serious matter, it would be unfair to expect governors to consider it without prior notice, and the chairperson may decide not to allow the issue to be discussed at that time.** In this case, you should ask the chairperson or the clerk for it to be placed on the agenda for the next meeting. If an urgent matter arises, the chairperson has powers to call an emergency meeting of the governing body in certain circumstances.



## 12. Date of next meeting

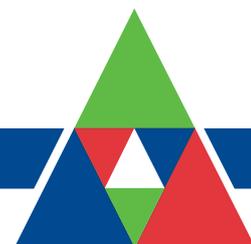
The Chairperson will invite the meeting to agree a mutually convenient date for the next meeting of the governing body. However, many governing bodies now decide the date, time and place of its meetings, in advance, for the whole year. In this case you will simply be reminded of the date previously agreed. You will also be reminded of the date of your next meeting in the copy of the minutes, which you will receive from the clerk.

### SAMPLE AGENDA AND MINUTES

The following are examples of agendas and minutes at both Primary and Secondary level. Some governing bodies may adopt a different format.

#### **AGENDA – WELSHPORT COMPREHENSIVE SCHOOL**

1. Apologies for absence and approval of absences
2. Welcome to new Governors  
D. Morgan - Parent Governor  
A. Richards – Community Governor
3. To confirm and sign the minutes held on ...
4. Matters arising from the minutes.
5. To receive the Headteacher's Report.
6. To receive the minutes of the meeting of the Finance Committee.  
“ “ “ Premises Committee.
7. To discuss the Annual Parents' Report
8. To receive the minutes of the Special Meeting held on ...
9. To receive reports on training attended by governors.



10. Date of next meeting

11. Exclusion of the Press and Public

(i) To receive the report of the Appointments Committee held on ...

## THE GOVERNING BODY OF WELSHPORT COMPREHENSIVE SCHOOL

Minutes of the meeting held on ... at the school.

Present: R. Evans (Chairperson), L. Jones, M Wyatt, F. Thomas, R. Pritchard, D. Jones, B. Price, and G. Jones, I. Davies, C. Morgan, C. Lloyd, J. Smith, and F. Smith., D. Reeves (Headteacher)

### 1. Apologies

Apologies were received and accepted from Mrs. A. Perry and Mr. A. Williams.

### 2. Minutes

The minutes of the meeting held on ... were confirmed and signed by the Chairperson.

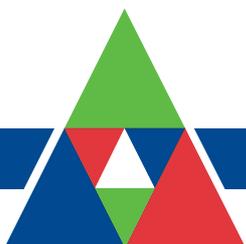
### 3. Matters arising

3.1 Discussion took place regarding off-site facilities:

a) Concern was expressed by the governors of the poor facilities at the sports field used by the school in contrast with the facilities available at the recreation ground.

The Premises/Health & Safety sub committee agreed to undertake a risk assessment and to seek advice from the LEA.

b) Concern was expressed that the school budget had to pay for use of swimming facilities at Welshport Leisure Centre unlike other schools who had free access.



#### 4. The Headteacher's Report

A report was circulated to governors in respect of the budgetary situation. It was agreed that a minimum surplus should be carried forward to the next financial year to meet any unforeseen circumstances.

A full programme of sports results was outlined. Governors noted the achievements of the rugby team and extended their congratulations to the pupils concerned.

In terms of staffing, 2 vacant posts have been advertised. The Staffing Committee would be involved in the short-listing and interviewing panels. Paid leave of absence was granted to Mr. AW to attend an International Conference on Child Protection procedures in March.

#### 5. School Improvement Plan

An extract of the school improvement plan was presented to Governors detailing the main targets for the spring term.

Discussion ensued and the financial implications were explained by the Headteacher.

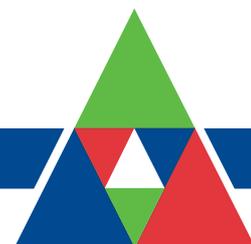
Governors also agreed there should be greater effort on developing links between the school and the community. The headteacher explained that this would be a priority issue in the future and explained how this would be implemented.

#### 6. Report of the Curriculum Sub-Committee held on ...

The minutes of the Curriculum sub committee was considered and agreed by the governing body.

#### 7. Training of Governors

Details of the training received by governors was given by the link governor for training. It was agreed that the clerk should write to the Director of Education and Governor Support Officer to thank them for the quality of training provided.



## 8. Any other Business

It was agreed that governors having items for the agenda should notify the clerk who would agree the agenda with the Chairperson.

## 9. Date of Next Meeting

The next meeting was arranged for ... at 5.00 p.m. at the school.

## **AGENDA – SHIREPORT PRIMARY SCHOOL**

### 1. Apologies for absence

(The governors are asked if they wish to consent to the absence of any member from this meeting).

### 2. Welcome to new governors

P. Evans – Additional Community Governor

### 3. To confirm and sign the minutes held on ...

### 4. Matters arising from the minutes.

### 5. To receive the Headteacher's Report (copy attached).

### 6. To receive the minutes of the meeting of the Finance Committee

### 7. To consider a report from the LEA on Community Focused Schools

### 8. To receive reports on training attended by governors.

### 9. To receive the report of the Appointments Sub-Committee held on ...

### 10. Any Other Business



11. Date of Next Meeting

12. Items deemed to be confidential

## THE GOVERNING BODY OF SHIREPORT PRIMARY SCHOOL

Minutes of the meeting held on ... at the school.

Present: G. Thomas (Chairperson) Councillor L. Williams, R. Lloyd, C. Williams, D. Morgan, K. Jones, I. Lewis, M. Peterson (Headteacher)

### 1. Apologies

An apology for absence was received from June Davies and was accepted by the governing body.

### 2. Minutes

The minutes of the meeting held on .... were confirmed and signed by the Chairperson, subject to the inclusion of the following paragraph under item 6 (iii) paragraph 2. Governors also expressed their concern over the possibility of a public house being built adjacent to the school grounds, and await further progress in this matter.

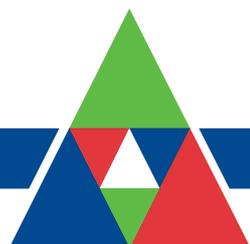
### 3. Matters arising from the minutes

There were no matters arising.

### 4. Headteacher's Report

#### (i) Staffing

The Headteacher notified us that the school clerk had submitted her resignation. This meant that the school will be short staffed and there will be a need to provide temporary cover until a permanent appointment could be made. Accordingly we advised the headteacher to advertise the post as soon as possible.



## (ii) Community Links

We were pleased to hear that the community policeman had visited the school and that arrangements have been made for children to visit Police Headquarters in Welshport.

We also requested that the clerk write a letter of thanks to Johnsons Footwear factory for their kind donation of £300 to the school.

## (iii) Additional Educational Needs

We were informed of the tremendous support given by the LEA inclusion service in identifying the special needs of two pupils and drawing up individual education plans in order to meet those needs.

## (iv) Visitors

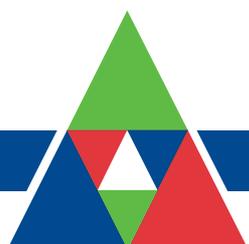
We were delighted to hear that the finance officer from the LEA visited the school to give advice to finance committee on budgetary issues. This was very helpful.

## 5. Annual Parents Meeting

We received and noted the report of the Annual Meeting with Parents held in November and we were very disappointed that only 10 parents attended. It was agreed that the governing body should look at ways of attracting more parents to the meeting in the future. A working panel was set up for this purpose.

## 6. Date of Next Meeting

It was confirmed that the next meeting will take place on ... at 6.00 pm at the school.



## 5. CONFIDENTIALITY

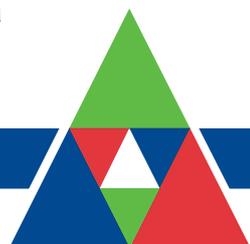
As a governor, from time to time you will be involved in discussions where very personal and sensitive information is exchanged. At other times, when the governing body is making decision about the finances of the school, perhaps commercially sensitive information is discussed. Because of the sensitivities involved, these kinds of discussions are regarded as confidential and any members of the public or representatives of the press who may be present at the meeting will be asked to leave.

On other occasions, perhaps a parent or other member of the community may give you information which is relevant to your work as a governor on the understanding that you will repeat it to no-one else, i.e. the information is given to you **'in confidence'**. It is essential to your personal reputation and credibility that you do not abuse the rule of confidentiality, unless it is about a child protection issue. This applies when information is given to you in confidence whether you receive the information in the playground or the street, or during the meeting of the governing body.

In a meeting you may be privileged to receive information about parents, pupils, members of staff or even the headteacher. The information is given to you only because it is necessary for you to do your work as a governor. For example, when considering pupils with additional educational needs, the pupil concerned will not be identified by name in order to maintain confidentiality. You must never repeat information received in confidence in a governors' meeting to others in the community (including friends and members of your family). Equally, information given to you confidentially outside the meeting must not be brought into discussion during the meeting.

If you break this rule of confidentiality, your personal reputation in the community, your standing as a governor, the status of your governing body and of governors generally, are all likely to be seriously damaged. You may even be suspended from the governing body for a period of up to six months, or even removed from the governing body. Elected governors cannot be removed but they can be suspended.

The only circumstances when a breach of confidentiality is justified arises when a



governor of a school receives information in confidence outside a meeting, which suggests that a pupil is at risk of physical, sexual or other abuse of some kind. Child protection matters **cannot** be kept confidential and must be reported to the statutory authority i.e. the police or social services. However, if a problem of this kind arises, you would be wise to seek the advice of your chairperson or headteacher as soon as possible before breaching the confidence.

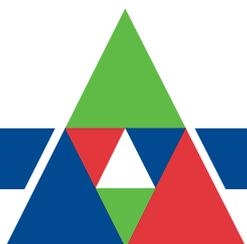
## 6. COMMITTEES

A Committee or working party is a good place to exchange ideas and do the more detailed work of the governing body. It is also a way of splitting up the work of the governing body so that the load is shared. You may be asked to be a member of one of these groups.

### ESTABLISHING A COMMITTEE:

The constitution, membership and reporting procedures of each committee must be determined by the governing body. The membership can also include non-governors. The decision as to whether non-governors can vote at committee meetings is taken by the governing body. It is a statutory requirement however, that the disciplinary/dismissal committee must include a non-governor member with voting rights where allegations of child protection are being considered. The powers delegated to each sub-committee or working group are determined by the governing body. Recommendations and decisions which are made by sub-committees and working groups must be received by the governing body in the form of a formal report. Governing bodies must have the following statutory committees:

- ▶ Staff disciplinary and dismissal committee and disciplinary and dismissal appeals committee
- ▶ Pupil discipline and exclusions committee
- ▶ Admissions committee (only where the governing body is the admissions authority for that school), e.g. Foundation and Voluntary-Aided Schools.



- ▶ Complaints committee
- ▶ Pay Review/Pay review appeal committee

The governing body should consider establishing sub-committees for:-

#### Finance:

To oversee the budget of the school.

#### Appointments:

To appoint teaching and non-teaching staff at the school. However, a specific appointment panel of between 3-7 members must be set up to deal with the appointment of head teachers and deputy head teachers. In voluntary aided schools the whole governing body may be the selection panel if desired.

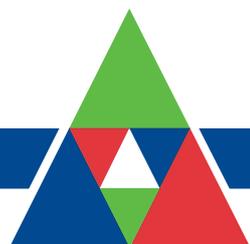
#### Grievance:

Staff may wish to seek redress for grievances relating to their employment from time to time. Procedures should therefore be in place if this occurs.

Separate procedures should also exist for staff capability issues.

#### Other Matters:

Committees can be established to discuss the detail of other matters such as building maintenance, curriculum, marketing, links with the community etc.



## 7. WHAT CAN BE DELEGATED

The governing body may if it so wishes delegate some of its functions to a committee, any governor or the headteacher:

The following **cannot** be delegated to anyone:

- ▶ Decisions about the governing body's constitution, membership and instrument of government;
- ▶ Election or removal of the Chair or Vice-Chair;
- ▶ Removal of governors;
- ▶ Appointment and removal of the clerk
- ▶ Suspension of governors
- ▶ Setting up of committees
- ▶ Delegation of functions.

Some matters cannot be delegated to an individual, but can be delegated to a committee:

- ▶ Changing of category of school;
- ▶ Altering or discontinuing a maintained school;
- ▶ Approving the annual budget plan;
- ▶ Approving the school discipline policies;
- ▶ Admission arrangements;



- ▶ Attendance targets;
- ▶ Headteacher and deputy head teacher appointment panels.

The following must be delegated to a committee:

- ▶ Staff disciplinary/dismissal issues;
- ▶ Pupil discipline;
- ▶ Admissions (where the governing body is the admissions authority);

Any other matters may be delegated to a committee or an individual. Where matters have been delegated they must be reported back to the governing body which is collectively responsible for all delegated matters.

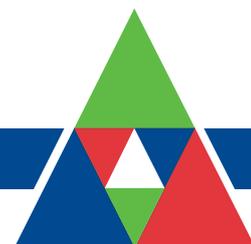
## TERMS OF REFERENCE

To ensure that the sub-committees are “fit for purpose”, efficient and contribute effectively to the work of the governing body, each should have agreed terms of reference.

Terms of reference include two sets of information:

1. Statements giving the rules by which the sub-committee is bound, including details of its composition; about the number of members necessary to constitute a quorum so that decisions may be made and the frequency of meetings;
2. The duties and tasks to be undertaken by the sub-committee, and an indication of the limits of its powers.

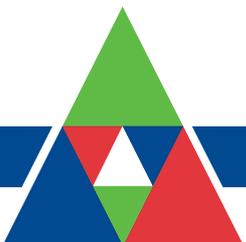
A Chair should be appointed to each committee either by the governing body or if the governing body agrees, the committee itself can elect one.



# 8.FOR NEW GOVERNORS

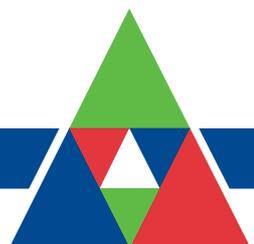
## HOW TO SURVIVE YOUR FIRST GOVERNORS MEETING

1. Remember – Everybody was a new governor once.
2. At your first meeting you will need to get to know your governor colleagues, some of whom will, like you, be new governors. Sometimes arrangements are made for a new group of governors to meet socially and introduce themselves prior to the governing body meeting. You might even be allocated a 'mentor' governor to support you through the induction process. Even if you do not meet your colleagues until the meeting, the chairperson will, no doubt, welcome you and there may be an opportunity for each governor to say something briefly about themselves. This part of the meeting should be very informal so don't worry about it in advance. Try to concentrate on putting names to the other faces around the table, and make a note of who is sitting where if that is helpful. If you are feeling uncertain and apprehensive, remember that it is likely that the others are probably feeling the same.....and we all need a settling-in period whilst we get to 'know the ropes'.
3. You may wish to acclimatise yourself before making a contribution to the meeting, after all, it is not a competition to see who can speak first or the longest. Take your time!
4. If you feel you have a contribution to make, you have just as much right as any other governor to speak. No governor is any more or less powerful than another – it's just that some are more experienced than others. Remember to speak through the Chairperson, that is, you give your comments to the Chairperson even though you are speaking to a governor colleague.
5. You may be asked whether you are willing to serve on a committee or working party to examine one particular matter about the life of the school. You can be asked at your very first meeting! You need to think very carefully about how



comfortable you are about the focus of the particular committee or working party which you might be invited to join. There is a good case for becoming part of a group which is concentrating upon a matter that is already familiar to you and with which you feel comfortable. If you are confident, however, don't forget that throwing your self into a committee or working party is a very good way of learning very quickly about a subject which is very new to you. You need to think about which approach will be best for you.....and resist being pressured into something with which you are unhappy.

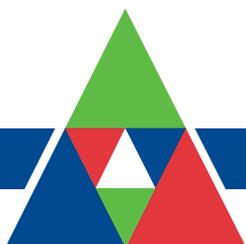
6. Don't worry if you feel you did not contribute fully at your first meeting! There will be plenty of other opportunities both to get to know your governor colleagues and to make your contribution to meetings.
7. Remember induction training for new governors is an excellent way to learn about your new role and responsibilities.



# 9. EFFECTIVE GOVERNING BODY MEETINGS

In order for governing body meetings to be effective, you might find the following useful:

<p><b>AS A GOVERNOR YOU SHOULD EXPECT:</b></p>	<p><b>AS A GOVERNOR YOU SHOULD:</b></p>
<ul style="list-style-type: none"> <li>● a clear agenda and relevant documents and these to reach you before the meeting (5 days);</li> <li>● a clear understanding of the purpose(s) of the meeting;</li> <li>● people to be punctual;</li> <li>● a chair who is sympathetic, keeps to the agenda, paces the meeting so that time is given to each matter in proportion to its importance, draws on all members for contributions, keeps discussion to the point;</li> <li>● people to tolerate a variety of views and opinions;</li> <li>● your contribution to be heard;</li> <li>● others to contribute to the discussion;</li> <li>● the decision-making process to be clear and fair;</li> <li>● members to work together and to want discussions to be fruitful;</li> <li>● members to be ready to take collective responsibility for the minuted record of views expressed and decisions reached.</li> </ul>	<ul style="list-style-type: none"> <li>● have read the agenda, minutes and other papers and noted the items you wish to say something about;</li> <li>● have the papers and notes at the meeting;</li> <li>● be punctual;</li> <li>● make relevant contributions;</li> <li>● listen to and consider what others say;</li> <li>● accept your share of the collective responsibility.</li> </ul>



# 10. ARE THERE EVENTS OR RESPONSIBILITIES OF GOVERNORS WHICH REQUIRE ATTENTION ANNUALLY?

Yes, certain issues arise every year which require particular action by the Governing Body.

The first governing body meeting of the school year, usually held in September, at which the governing body:

i) Elects the officers of the governing body :-

▶ Chairperson

▶ Vice-Chair

ii) Appoints:

▶ Link governors

▶ Special Needs governor

▶ Child Protection governor

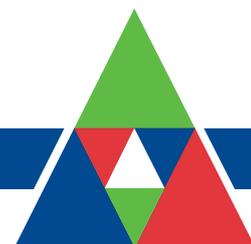
▶ Co-ordinating link governors for curriculum development, governor training etc.

iii) Confirms the establishment or maintenance of committees of the governing body.

Consideration must be given to:-

▶ Terms of reference of committees;

▶ Who is to serve upon committees;



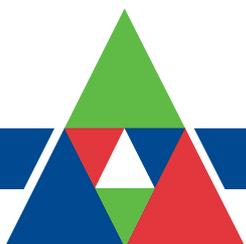
- ▶ Arrangements for committees to report their findings to the Governing Body;
- ▶ What arrangements will be made for determining the dates upon which the governing body will meet during the year;
- ▶ Every year, secondary schools will need to review their examination results. All schools will also need to review teacher assessments for National Curriculum subjects in order to set targets.

Governors must consider the admissions policy for the school. In the case of some maintained schools, this will involve an annual consultation exercise undertaken by the LEA concerning its policies for the admission of pupils to schools.

However, although voluntary aided and foundation schools are responsible for their own admissions policy, they too will need to review their own admissions policies and arrangements before a new intake of pupils. They also have a duty to consult their LEA in which they are situated about these arrangements

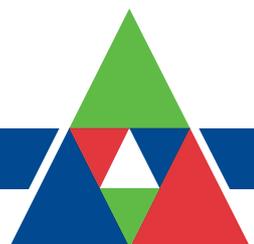
**OTHER ITEMS WHICH THE GOVERNING BODY MUST CONSIDER EVERY YEAR ARE:-**

- ▶ Annual report and parents' meeting.
- ▶ Review of the school development/improvement plan.
- ▶ Consideration and approval of next years' budget.
- ▶ Review of destination of leavers and projected admissions.
- ▶ Review of the attendance of pupils and staff.
- ▶ Review of school policies.
- ▶ Review of the work of governors.



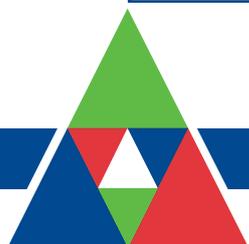
► Performance management of headteacher and pay review.

It is good practice to establish a checklist of tasks for the governing body at the first meeting of the academic year. This provides a clear focus for discussion at future meetings. An example is provided which can be personalised to suit your governing body.

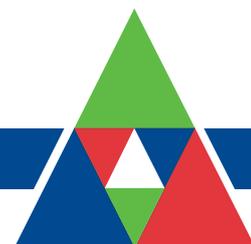


## Governing Body Calendar

ACTION	WHO	WHEN (Insert meeting date)
<b>AUTUMN TERM</b>		
Elect Chair and Vice-Chair at first meeting*		
Appoint Committees/Working Parties and review membership and Terms of Reference*		
Review Link Governors, e.g. Child Protection, Health & Safety		
Set dates of meetings for the year		
Set objectives for the governing body for the year		
Approve School Improvement/Development Plan		
Review Performance Management policy		
Review and consult on school's Admission Policy for the next school year for Voluntary Aided and Foundation Schools		
Review school Charging Policy, e.g. school trips		
Draw up Freedom of Information guidelines		
Set Pupil Performance Targets		
Receive link Adviser's annual note of visit*		
December – Respond to Annual Consultation from LEA on School's Admission Policy		
Review and agree School Pay Policy*		
Update Register of Business Interests*		
Review school Aims and Objectives		
<b>TERMLY MATTERS</b>		
Identify and organise training for governors and clerks		
Review progress with Headteacher's objectives		
Arrange governors' visits to the school		
Curriculum area reports		
Committee Meetings		
Complete Special Educational Needs report*		
Receive Headteacher's termly report (before governing body meeting)		
Action planning following inspection (where applicable)		
Governing Body meetings*		
Monitor the Budget*		



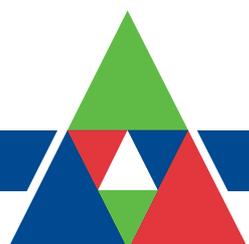
<b>ACTION</b>	<b>WHO</b>	<b>WHEN (Insert meeting date)</b>
<b>AT ANY TIME IN THE YEAR</b>		
Complete Asset Management Plan		
Arrange Self Review and link the resulting Action Plan with self evaluation process of school		
Monitor membership of governing body and arrange for any elections/appointments		
Induction of new governors		
Preparation for inspection		
Review Child Protection Policy		
Set dates for Annual Report and meeting with parents*		
Draft/issue Annual Report and hold annual meeting with parents*		
Appoint clerk if necessary		
Review the delegation of functions		
Review existing policies and amend as necessary		
Receive teacher/governor report		
<b>SPRING TERM</b>		
Agree Curriculum plans for the year		
Consider and agree Service Level Agreements		
Review School Improvement Plan progress		
Review Race Equality/Equal Opportunities policies		
Agree Budget and Staffing structure		
Agree School Prospectus*		
Publish Proposals and School's Admission arrangements for the following Autumn if required		
Receive Link Adviser's note of visit (if not received in Autumn Term)		
Consider progress against Performance Objectives		
Review Special Educational Needs policy		
Consider resource implications		
Conduct annual Pay review of all qualified teachers*		



<b>ACTION</b>	<b>WHO</b>	<b>WHEN (Insert meeting date)</b>
<b>SUMMER TERM</b>		
Review the Governing Body's performance/procedures		
Review attendance of pupils/staff/governors		
Review Pupil Exclusions for the year		
Review School Development/Improvement Plan progress		
Draft and set school budget for new year		
Plan the annual work of the Governing Body in the context of the School Improvement Plan		
Receive reports from Committees		

\* Asterisked items are those which the Governing Body must consider during the year. The remaining items are recommended as good practice.

*(Sourced by an LEA)*

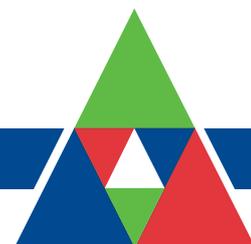


# 11. THE GOVERNORS' ANNUAL REPORT TO PARENTS

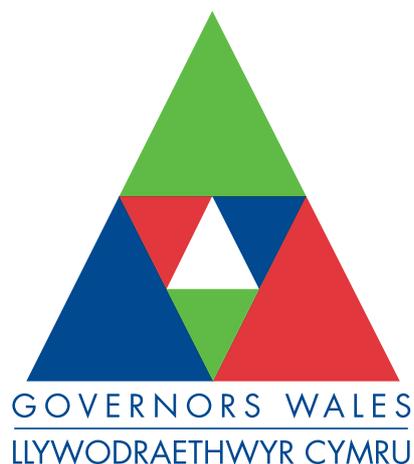
It is a statutory obligation for governors to provide an annual report for parents and to call a parents' meeting to discuss the content (refer to Part 1 section 8).

Governing bodies must produce a full annual report although it is not necessary to distribute the full report to all parents. Schools may, if they wish, distribute a summary report containing the required information as noted in the circular guidance \*, details of the annual parents' meeting, membership of the governing body, together with details of how they can request a copy of the full report.

Further information is available in \*Circular 15/01 **Governors' Annual Reports – Guidance for governing bodies** which provides details on the statutory content of annual reports for schools and governing bodies. The Welsh Assembly Government is in the process of reviewing this circular with a view to publishing a revised version in the autumn term, 2007.







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# 1. THE THREE MAIN ROLES OF THE GOVERNING BODY

## i) STRATEGIC ROLE

Regulations and The School Governors Guide to the Law clearly describe the respective roles and responsibilities of governing bodies and headteachers. Governing bodies fulfil a strategic role and should not interfere in the day to day running of the school – this is the responsibility of the headteacher.

Governors carry out their strategic role by deciding on what they want the school to achieve and providing a strategic framework to get there. This involves:

- (i) setting the aims and objectives for the school;
- (ii) agreeing policies, targets and priorities for achieving these objectives;
- (iii) monitoring and evaluating to see whether (i) and (ii) are being achieved.

Governors should always take advice on all of this from the headteacher before making decisions.

## ii) THE CRITICAL FRIEND

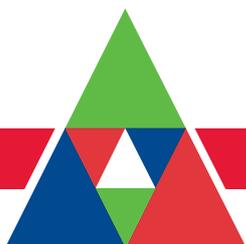
(Perhaps 'questioning friend' is more appropriate!).

This is where governors need to offer support and constructive advice to the headteacher, perhaps act as a sounding board for ideas, etc, but need also to ask those challenging questions, seeking information and clarification, improving proposals, to arrive at the best decision for all concerned.

## iii) THE ACCOUNTABLE ROLE (REFER TO PART 1)

Whilst the headteacher and staff of your school are accountable to the governing body for the performance of the school, the governing body must be prepared to explain its decision and actions to anyone who has a legitimate interest. This could include staff, parents, pupils, the local community, the LEA, Welsh Assembly Government.

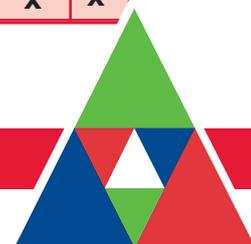
The Decision planner overleaf sets out the allocation of the major responsibilities between the governing body and the headteacher (adapted from Guidance on the School Government (Terms of Reference) (Wales) Regulations 2000).



# Governing Body Decision Planner

<b>KEY</b>	
Level 1:	decisions made by governing body
Level 2:	decisions made by governing body with advice from head
Level 3:	decisions delegated to head
Level 4:	decisions made by head
Column blocked off:	Function cannot be legally carried out at this level.
Tick:	Recommended level(s) or where law assigns specific responsibility
Blank:	Action could be carried out at this level if governing body so decide, but is not generally recommended.
*	Functions which the whole governing body must consider
**	All schools must ensure that their financial arrangements comply with the current financial regulations, standing orders and schemes of delegation issued by their local authority
***	Governing body may, if they wish, be involved in the selection panel.

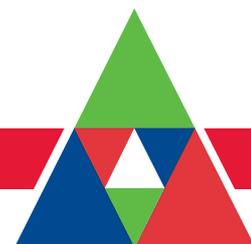
Key Function	No	TASKS	Decision Level			
			1	2	3	4
<b>School Budgets**</b>	1	To approve the first formal budget plan each financial year*		✓	x	x
	2	To monitor monthly expenditure			✓	
	3	Miscellaneous financial decisions (e.g. write offs)		✓	✓	
	4	To investigate financial irregularities (head suspected)	✓	x	x	x
	5	To investigate irregularities (other suspected)		✓	✓	
	6	To enter into contracts (above set financial limit)		✓		
	7	To enter into contracts (below set financial limit)			✓	
	8	To make payments		✓	✓	
	9	To provide insurance - where funding has been delegated		✓		x
<b>Staffing</b>	10	Headteacher appointments (selection panel)*	✓	x	x	x
	11	Deputy appointments (selection panel)*	x	✓	x	x
	12	Appoint other teachers ***		✓	✓	x
	13	Appoint non-teaching staff ***		✓	✓	x
	14	Pay discretions (the headteacher should not advise on his/her own pay)		✓		x
	15	Dismissal (headteacher) NB Governing body must act through Dismissal Committee*	✓	x	x	x
	16	Dismissal (other staff) NB Governing body must act through Dismissal Committee	x	✓	x	x
	17	Establishing disciplinary/capability procedures		✓		x
	18	Suspending head	✓	x	x	x



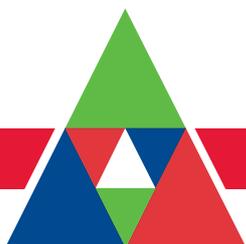
	19	Suspending staff (except head)		✓		✓
	20	Ending Suspension (head)	✓	x	x	x
	21	Ending suspension (except head)		✓	x	x
	22	Determining payments/early retirement		✓	x	x
	23	Determining staff complement		✓	✓	x
<b>Performance Management</b>	24	To establish a performance management policy	✓	✓	x	x
	25	To monitor and review management policy		✓	x	x
	26	To set performance objectives for and to monitor and review the performance of the headteacher through appraisal and with the help of an external adviser	✓	✓	x	x
<b>Curriculum</b>	27	Ensure National Curriculum (NC) taught to all pupils and to consider any disapplication for pupil(s)		✓		✓
	28	To draft curriculum policy			✓	
	29	To implement curriculum policy				✓
	30	To agree and review curriculum policy		✓	x	x
	31	Responsible for standards of teaching				✓
	32	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)				✓
	33	Responsible for individual child's education				✓
	34	Provision of sex education - make and keep up to date written policy *		✓	x	x
	35	To prohibit political indoctrination and ensuring the balanced treatment of political issues *		✓		x
	36	to draw up a charging and remissions policy for activities (non NC based) in consultation with the LEA*		✓		✓
<b>Target Setting</b>	37	To set and publish targets for pupil achievement *		✓	x	x
<b>Discipline/Exclusions</b>	38	To decide a discipline policy *		✓	x	x
	39	To exclude a pupil fixed term (less than 45 days in total year) or permanently	x	x	x	✓
	40	To consider certain exclusions and any representations (must consider any pupil excluded permanently or for more than 5 days). NB governing body must act through the pupil discipline committee		✓	x	x
	41	To direct reinstatement of excluded pupils	✓	x	x	x
<b>Admissions</b>	42	To set an admissions policy (community and controlled schools where the LEA has delegated this power to the governing body) *		✓	x	x



	43	To set an admissions policy (VA and Foundation Schools)*		✓	x	x
	44	To set an admissions policy (special schools where pupils do not have a statement) acting with LEA*		✓	x	x
	45	Admissions:application decisions (community and controlled schools where the LEA has delegated this power to the governing body)		✓	x	x
	46	Admissions;application decisions (VA, Foundation and special schools)		✓	x	x
	47	To appeal against LEA directions to admit pupil(s) (voluntary, Foundation and special schools; also community and VC schools where LEA is the admissions authority)		✓	x	x
<b>Religious Education</b>	48	Responsibility for ensuring provision of RE in line with school's basic curriculum (all schools)		✓	x	✓
	49	Decision to provide RE according to trust deed/specified denomination (Foundation and VC schools of religious character at request of parents)	✓			
	50	Decision to provide RE in line with locally agreed syllabus		✓		
<b>Collective Worship</b>	51	Joint responsibility (with LEA and headteacher) to ensure collective worship		✓	x	✓
	52	To make application to the advisory councils, SACRE, concerning the requirements for collective worship (schools without a religious character) to disapply. Head must consult GB	x	x	x	✓
	53	Arrangements for collective worship (schools without religious character). Headteacher must consult GB.	x	x	x	✓
	54	Arrangements for collective worship in (foundation schools of religious character, VC or VA schools)*	x	✓	x	x
<b>Premises</b>	55	Buildings insurance - advice from LEA, diocese or trustees where appropriate		✓		
	56	Strategy (including budgeting for repairs etc)		✓		
	57	To ensure health and safety issues are met		✓		✓
	58	To set a charging and remissions policy *		✓	x	x
<b>School Organisation</b>	59	Proposal to alter or discontinue voluntary, foundation or foundation special school *		✓	x	x
	60	To set the times of school sessions and the dates of school terms and holidays (VA and foundation schools)*		✓	x	x
	61	To draw up instrument of government and any amendments thereafter*	✓		x	x
	62	To publish proposals to change category of school*		✓	x	x



<b>Information for Parents</b>	63	To hold an Annual Parents' Meeting		✓	x	x
	64	Annual Parents' Report - to approve and distribute		✓	x	x
	65	To provide information to be published by governing bodies (approval of the school prospectus)*		✓	x	x
	66	To ensure provision of free school meals to those pupils meeting criteria			✓	x
	67	Adoption and review of home-school agreements		✓	x	x
<b>GB Procedures</b>	68	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body *	✓	x	x	x
	69	To appoint and dismiss the clerk to the governors	✓	x	x	x
	70	To hold a governing body meeting once a term, or a meeting of the temporary governing body as often as occasion may require*	✓		x	x
	71	To appoint and remove community governors. *	✓		x	x
	72	To consider whether or not to exercise delegation of functions to individuals or committees*	✓		x	x
	73	To regulate the GB procedures (where not set out in law)*	✓		x	x
	74	To review at least once per year the establishment, terms of reference and membership of committees, including selection panels*	✓		x	x
	75	To set up a register of governors' business interests		✓	x	x
	76	To approve and set up a governors' expenses scheme		✓	x	x
	77	To discharge duties in respect of pupils with special needs by appointing a "responsible person"		✓	x	x
	78	To make a request for a criminal records certification for a member(s) of the governing body *	✓	x	x	x
	79	To suspend a governor by resolution for a fixed period of 6 months *	✓	x	x	x



## 2. IS YOUR SCHOOL EFFECTIVE?

One of your most important functions as the governor of a school is to be close enough to the headteacher, staff and parents to provide support, yet able to take a step back when needed to look critically at what the school is trying to achieve and whether it is succeeding.

Making judgements about the school and whether a school is successful or unsuccessful is about more than paying a very short visit, or relying upon intuition or "gut-reaction."

Most people, including the majority of parents and especially LEAs who allocate funding to schools, want more convincing evidence of a school's performance.

A much better starting point for a review of your school's progress is to look at the school development/ improvement plan (SDP or SIP), which will list some specific things which the school hoped to do and, then to look for evidence that these targets have been achieved.

Governors of schools have an important job to do by ensuring that the school plans its development, and that when school plans are put into action, school improvement is the result. Increasingly, therefore, governors use their meetings to receive reports and discuss the progress the school is making towards achieving the goals listed in the school development/improvement plan. Important decisions which you will help to make about spending priorities and the allocation of the school budget will be guided by the objectives and priorities of the school development/improvement plan.

Obviously, all governors need to have a copy of the development/improvement plan (to be able to decide for themselves what it means!). The easiest way of guaranteeing that you understand the school development/improvement plan and know it 'back to front' is if the governing body has played an active part in its design. Getting the headteacher to write the plan and the governors to rubber-stamp it, may have the appeal of being quick and easy but it may not be the best way of either building the most productive relationship with the headteacher and staff of the school, or the best way of developing an effective governing body. If you and your governor colleagues want to influence your school, make sure that you are involved in the school development/improvement plan right at the start.



### 3. WHAT EVIDENCE DO WE LOOK FOR?

Most headteachers will highlight successes in their reports to the governors of their school but perhaps will not include information where the school has not been so successful. However, it is for you and your governor colleagues to decide exactly what kind of information helps you to be satisfied that your school is doing well. So, what kind of information should governors ask the headteacher to provide in order that you and your colleagues can judge whether the school is doing its best for the pupils?

Some evidence which you can ask the headteacher to provide will allow you to make judgements from comparisons based upon numbers. For example, you will want to know:-

- ▶ how the pupils in your school perform in teacher assessments linked to the national curriculum and, in the case of secondary schools, the results of public examinations, for example GCSEs, AS and 'A' levels;
- ▶ whether pupils in the school attend regularly and to what extent truancy is a problem;
- ▶ how many pupils have been excluded, in what circumstances, and whether any trends are indicated;
- ▶ the number of applications from parents for new pupils to be admitted to the school;
- ▶ where pupils go when they leave the school. This may be especially important to governors of secondary schools because pupils will enter further or higher education, find jobs and so on;
- ▶ what activities the school provides which are outside the formal curriculum (and perhaps provided at the beginning or the end of the normal school day, or in the evening or at weekends) and how many pupils benefit.

In each case, you will probably want to compare the numbers for the current year with similar figures for previous years.

#### **Value Added**

You should attempt to identify what your school is contributing to the development and progress of its pupils, perhaps by focusing on the knowledge, skills and values which pupils take from the school when they leave, compared with those they brought with them when they entered the school. In other words, you will need to measure what the school has added to the development of its pupils. This kind of “Value Added” assessment is more difficult to achieve than it sounds!



## 4. DO ALL PARTS OF THE SCHOOL PERFORM EQUALLY WELL?

You will need to be satisfied that there is a consistent level of performance throughout the school. If some parts of the school seem better than others, do you have the information which will allow you to work out why this is?

You might find, (or want to look for!):

- ▶ differences between year groups;
- ▶ differences in the effectiveness of teaching in different subjects in the curriculum;
- ▶ differences between the successes of different departments (in a secondary school);
- ▶ differences between the achievements of boys and girls;
- ▶ particular features arising from pupils with different ethnic backgrounds, special ability, special needs and so on.

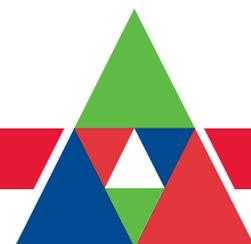
You will also find the data provided by the LEA helpful as well.

## 5. CAN EVERYTHING IMPORTANT BE MEASURED?

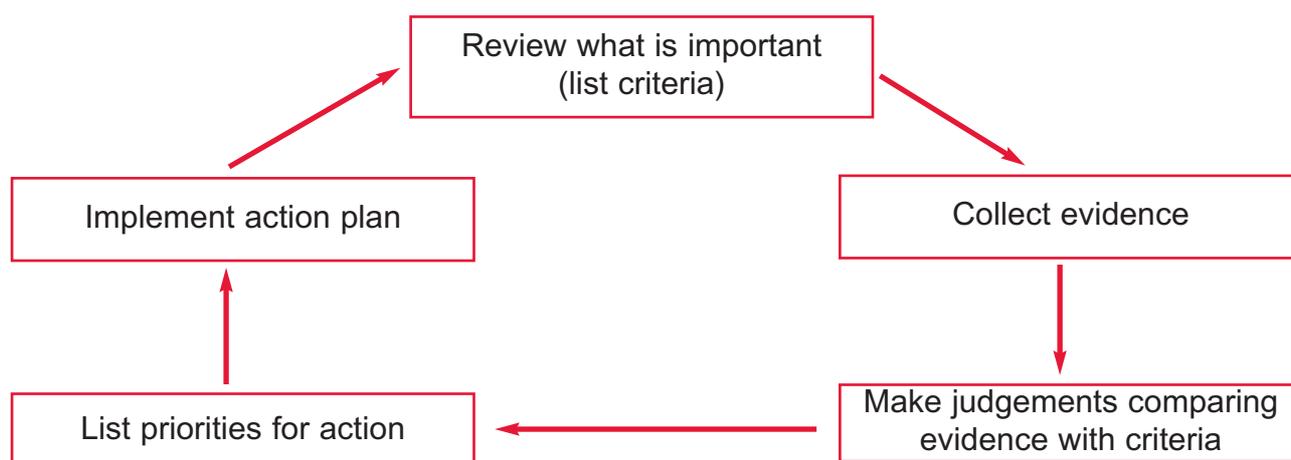
You will want to think about very important aspects of your school which are very difficult to measure. Governors need to devise ways to monitor and assess factors such as:

- ▶ pupil behaviour and attitudes;
- ▶ staff morale;
- ▶ what parents want for their children;
- ▶ how the school relates to the local community;
- ▶ how the curriculum reflects local history, culture and social values.

Some of these may only be able to be assessed as a result of individual governors directly observing the life of the school and reporting their personal impressions at meetings of the governing body. Here, your personal qualities, experience, insights and common sense will be essential.



# Monitoring and Evaluating School Performance



## 6. THE SCHOOL DEVELOPMENT PLAN (SDP) OR SCHOOL IMPROVEMENT PLAN (SIP)

### What is it?

A SDP/SIP is a key document setting out the priorities and strategies for a school's development over a rolling 3-year period. School improvement should be a central issue in the preparation and implementation of each school's plan.

### Who draws it up?

The governing body has a major role to play in drawing-up the school's development or improvement plan, in conjunction with the head teacher and staff. It will determine the priorities for what the school aims to achieve in the next few years.

### What areas does it cover?

The SDP/SIP should contain as a minimum:

- ▶ a statement of the school's values, ethos and aims;
- ▶ a review of progress towards the priorities for development identified in the previous development plan;
- ▶ a shortlist of priorities for development in the period spanned by the new development plan;



- ▶ a set of specific tasks related to each of the priorities which the plan identifies;
- ▶ an assessment of the resources required in each case;
- ▶ performance criteria which are essential for the measurement of progress;
- ▶ an indication of an acceptable timescale within which each task must be completed;
- ▶ the identification of key members of the governing body or the staff who will be responsible for managing particular development tasks.

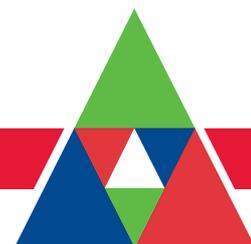
### How is the plan drawn-up?

The governing body need detailed knowledge of the school, either obtained at first hand or from information provided by the head teacher, if governors are to play an active role in designing a development/improvement plan.

The temptation for the governing body merely to approve a plan produced by the Head teacher should be resisted.

Some examples of the kinds of information which the governing body should seek in order that it may play a significant role in development planning may include:-

- ▶ outline financial forecasts for the next three years or more, based on trends in pupil numbers, staff salaries and the costs of maintaining buildings and resources;
- ▶ the results of internal reviews of the school's work;
- ▶ previous school SDPs/SIPs;
- ▶ any observations and recommendations made by external assessors, such as the LEA or Estyn;
- ▶ details of pupil achievements, such as results of external examinations and teacher assessments;
- ▶ comparative data, usually produced by the LEA;
- ▶ the head teacher's recommendations for building upon existing strengths and achievements and rectifying weaknesses;
- ▶ the views of parents, the local community, and the staff about their school.



The plan will be more detailed and specific for those priorities for change identified for the coming year than for subsequent years. The detailed plan for the first year should include target tasks for improvement and an outline of the action, monitoring and evaluation processes needed.

Target setting is a vital part of any effective development plan because it specifies **what** is intended and **when** it is to be achieved. Effective targets with clear performance criteria can make it easier to sequence the action that will be necessary to achieve the desired aim and to monitor and evaluate progress.

In most cases it will not be for the governing body to consider detailed tasks for each priority. The head teacher and the senior management team will usually be best placed to do this. However, the governing body will need to be satisfied that the planned tasks are clear and effectively implemented.

The final approval of the development plan rests with the governing body.

### **Who receives a copy of the SDP/SIP?**

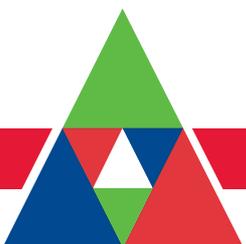
The plan is primarily a working document for governors and all staff employed at the school. The Local Education Authority which also has an interest in the standards of the school, should receive a copy of the approved development plan that the governing body has approved.

### **Who monitors and evaluates the SDP/SIP?**

The governing body, having approved the plan, is responsible for monitoring and evaluating its implementation. Some governing bodies prefer to provide for monitoring by giving each of their sub-committees special responsibility for key elements of the development plan.

### **What does monitoring and evaluating entail?**

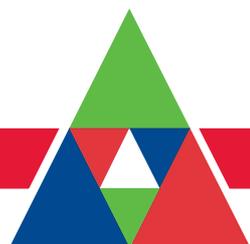
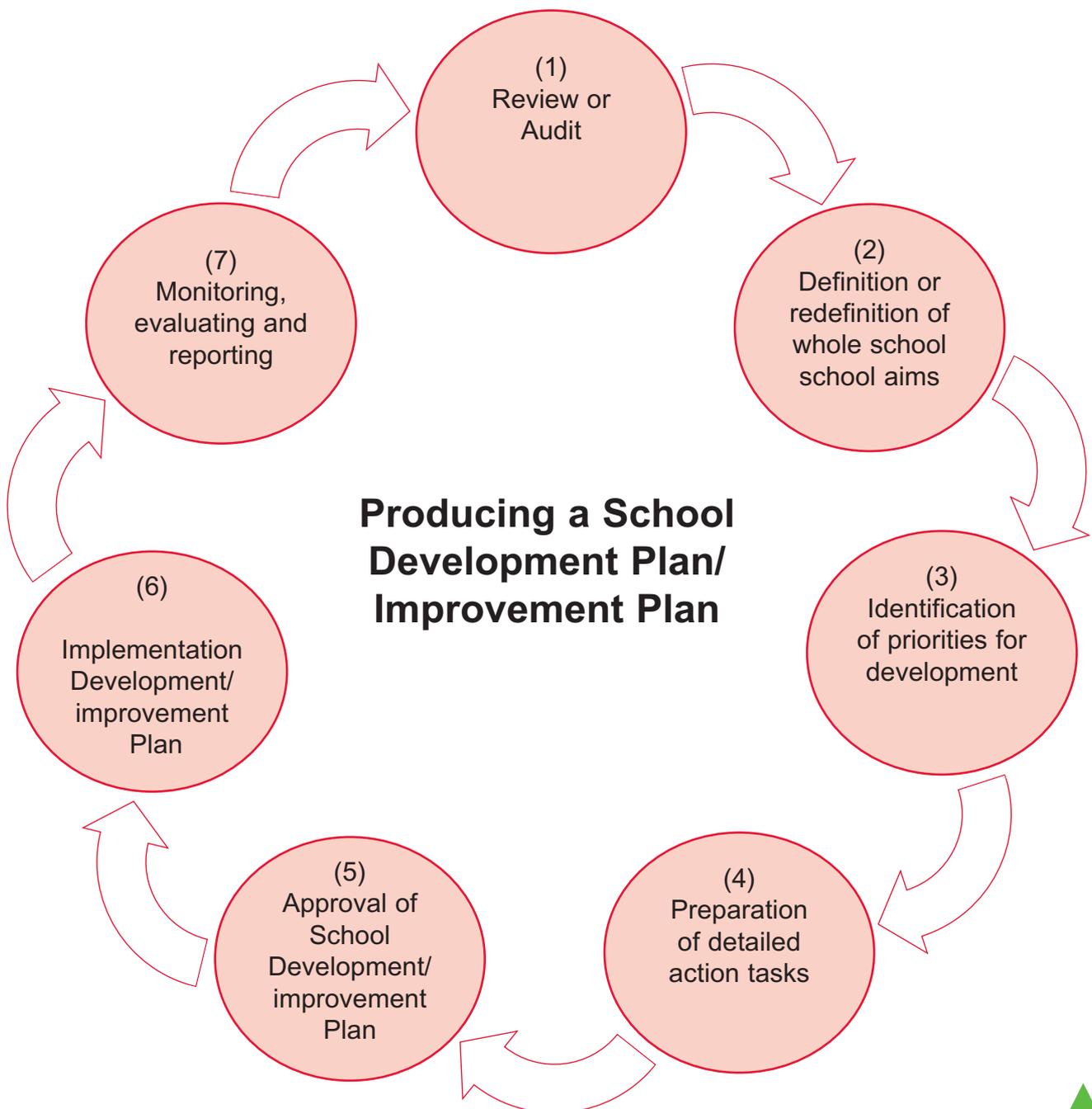
- ▶ ensuring that monitoring and evaluating systems are in place;
- ▶ asking questions and gathering relevant information;
- ▶ the governing body commissioning regular reports from head teacher, senior staff, subject specialists and others as appropriate;
- ▶ ensuring that performance data is clear and unambiguous;
- ▶ analysing performance data and drawing valid conclusions from it;
- ▶ maintaining a thorough, up-to-date knowledge of the overall picture of the school by whichever means are appropriate.



## To whom is progress towards the aims of the development plan reported?

- ▶ The law requires that the Annual Governors Report to parents includes a review of progress towards the desired outcomes set out in the school's current development/improvement plan.
- ▶ The Local Education Authority shares a responsibility with the governing body for raising standards and will, therefore, have an interest in receiving governing body reports relating to the monitoring and evaluation of the development/improvement plan and its implementation.

The school development/improvement planning cycle is illustrated in the following diagram:



## 7. HOW EFFECTIVE IS THE GOVERNING BODY?

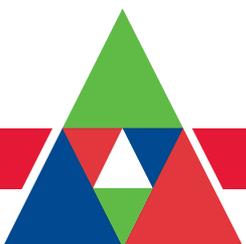
A governing body needs to know whether it is being effective in its duty to conduct the school with a view to raising standards. As your governing body devises ways to improve its effectiveness through training and working together, it is important to be able to chart progress.

This section will help identify areas where there is a need for further training and development. Whilst it is important to have a sense of purpose to guide the governing body, it is equally important to step back and regularly review how well the governing body is doing.

You may already have come to certain conclusions about your current methods of working, based on information obtained from a variety of channels. Your LEA or diocese (for schools with a religious ethos) may give some feedback on the performance of your governing body. Parents and staff will also have views about how well the governing body safeguards their interests ... and be quick to let you know when the governing body fails to meet their expectations.

Governors should feel that the time and effort they are investing in the school is having a positive effect and that they have evidence to support their conclusion. The school too, needs reassurance that its governing body is working effectively. Regular review and appraisal should be incorporated into the business of the governing body in order to measure effectiveness and to allow the governing body to build upon its strengths and rectify weaknesses.

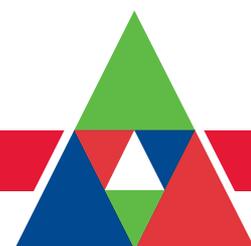
Your LEA Governor Support officer will be able to help your governing body to assess its effectiveness from time to time (preferably annually). However, it will be necessary for the governing body to agree to set aside sufficient time to devote to the process of review. An extra meeting or meetings may be necessary but governors often find this to be a worthwhile short-term investment which leads to improvements in efficiency in the long term.

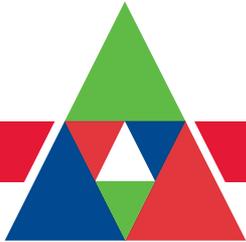


You might wish to use the following questionnaire 'How our governing body works' to provide the kind of evidence which can inform a review of your governing body's effectiveness. All your governor colleagues should also complete the questionnaire.

Each question relates to aspects of good practice and governors are invited to compare current practice with the good practice which is described. This exercise is usually first conducted by individuals; the results then shared in small groups, and finally by the governing body as a whole. The governing body then identifies the important issues affecting performance and agrees what action needs to be taken to improve effectiveness.

At this stage, your LEA Governor Support officer can advise the governing body regarding the extra support and training which can be made available to help put its action plan into effect.





Examples of discussion areas

# How Our Governing Body Works

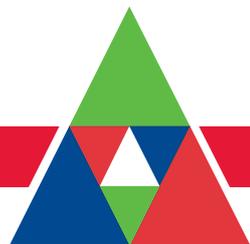
Porthnewydd Governor Training

1) *In terms of its role, my governing body is ...*

	Yes	?	No	Successes and solutions	Areas to be developed
1.1 fully involved in setting the aims and values of the school					
1.2 fully involved in discussing policy					
1.3 fully involved in making policy					
1.4 well informed about important internal management decisions and events					
1.5 very supportive of the work of the school					
1.6 constructively challenging in its dealings with the head teacher					
1.7 a useful mediator between the school, its community and other bodies					

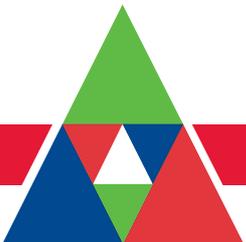
**2) In terms of relationships, my governing body ...**

	Yes	?	No	Successes and solutions	Areas to be developed
2.1 is clear about the head's role and duties					
2.2 is clear about the governing body's role and duties					
2.3 is clear about the LEA's role and duties					
2.4 works as an effective team					
2.5 shares out work between members					
2.6 encourages individual governor contributions					
2.7 understands how its decisions affect what happens in the classroom					
2.8 ensures governors visit the school "in session"					



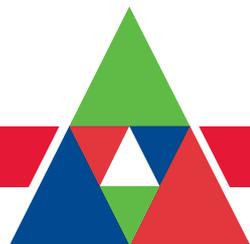
**3) In terms of organisation, my governing body ...**

	Yes	?	No	Successes and solutions	Areas to be developed
3.1 manages its business effectively					
3.2 makes good use of its time					
3.3 has clear, agreed delegation arrangements					
3.4 ensures committees have clear terms of reference					
3.5 has enjoyable meetings					
3.6 has a code of practice or other agreement for preventing and solving internal disputes					

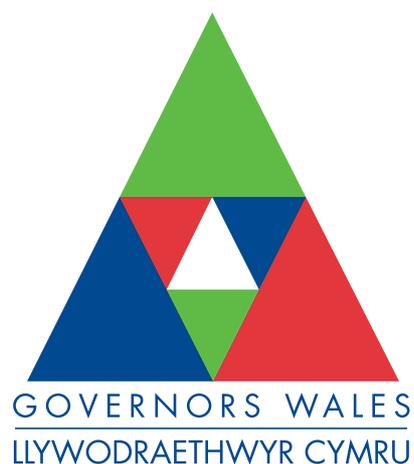


**4) In terms of self development, my governing body ...**

	Yes	?	No	Successes and solutions	Areas to be developed
4.1 is aware of what makes an effective school					
4.2 gives high priority to governor training and development					
4.3 feels responsible for its own training and development					
4.4 monitors its own performance					
4.5 knows its own training needs					
4.6 is up to date with current developments in education					







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# 1. PERSONNEL ISSUES

Governors are responsible for a range of personnel matters relating to all levels of staffing in their school. Although the Local Education Authority (LEA) may be legally the employer in some schools, and undertake the responsibility for paying the staff and deducting National Insurance contributions, Income Tax, etc, the governing body of each school discharges many of the responsibilities of an employer. The LEA will, nevertheless, provide information, guidance and advice to governing bodies concerning particular personnel matters. Governors should remember that however valuable their LEA's advice, the final responsibility for decisions affecting staffing rests firmly with the governing body of the school.

Children's education depends upon good teachers, working as a team. It follows that the decisions made by the governing body about the recruitment and selection of members of the team and the allocation of roles within the team are inevitably those which will have a direct effect upon the performance of the school. The staff of a school, both teaching and support, represent its most precious resource and every governor will share a concern that every member of staff works effectively and that their knowledge and skills are being updated and developed. Governors will be conscious that teaching staff with the support of non-teaching staff, need to work collectively so that the school can go about its day to day responsibilities for teaching and learning. The importance of the headteacher as the leader of the staff is difficult to over emphasise, as is the need for a good working relationship between the headteacher and the chair of governors and other governor colleagues. Perhaps most important of all is that both the governing body and the headteacher share the same vision of the nature and development of the school and the standards which it strives to achieve.

Personnel decisions will not only affect the efficiency and effectiveness of your school but also affect the roles and responsibilities of individual members of staff, their pay, self-esteem and future in the school and sometimes, their career prospects.

Consequently, governors often feel that personnel responsibilities challenge their personal capabilities and technical knowledge. They are, however, equally aware of the potentially damaging consequences of mistaken or unwise decisions made collectively by the governing body, which may have far reaching consequences for particular members of



staff or the effectiveness and morale of the staff as a whole. Governors may feel uncomfortable when difficult and sometimes unpalatable decisions have to be made which will affect the immediate employment of one or more members of staff and, perhaps, their prospects for the future.

More positively, the governing body will wish to invest time and energy in ensuring that there is evidence of effective team work and team leadership. Although the performance of each staff member is important, in the context of a school, it is difficult to attribute particular achievements and outcomes to any one individual. On the other hand, weaknesses in the performance of individuals that are not rectified or strengths that are not recognised, acknowledged, and exploited for the good of the school, will seriously weaken any team's effectiveness.

The management of people, particularly their recruitment, selection, deployment, motivation, development, discipline and occasionally their dismissal, are matters that are complex and need to be handled with great care.

Information on some of these areas is provided in this section.



## 2. RECRUITMENT AND SELECTION

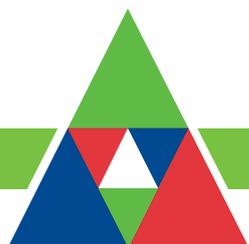
Every governor wants to do their best to ensure that the children in the school receive the benefits of the attention of staff who are committed and capable whether their role is teaching or non-teaching. Good staff development can improve the performance of individuals and the whole staff team. But recruiting and selecting members of staff who are new to the school, to meet the school's particular needs at a particular time, can refresh the staff team with different experience and, perhaps, new ideas and approaches. Recruitment is, therefore, a crucially important responsibility. Every governor has an interest in ensuring that staff appointed to the school match the school's requirements at the time. The governing body must ensure that every member of staff joining the school will be qualified, experienced and effective in the role that they are appointed to perform. It follows that the procedures adopted for recruiting and selecting staff must be systematic and designed to provide the conditions and evidence necessary to enable the governing body to appoint the best candidate available to them.

There should be clearly defined policies and procedures for the recruitment and selection of staff, formulated with the mutual agreement of the governing body and the staff, which need to be in place. If your governing body does not already have suitable agreed procedures and policies, specialist advice can be obtained from the Human Resource and Personnel Department of your LEA. Employment law is complex. Take advice!

The appointment of staff, including the head teacher, must be carried out in accordance with employment and other legislation. The advice of the LEA will assist governors in ensuring that their governing body is acting within the law.

### The Nature of the Selection Process

A careful assessment of the staffing needs of your school should be the starting point that may lead to the appointment of a new member of the staff. However, the relationship between the staffing plan and the School Development Plan (SDP) or School Improvement Plan (SIP), the needs of the budget, or needs arising from the delivery of the National Curriculum, may also be important factors.



Recruitment of teachers (other than headteacher and deputy head) and support staff can be delegated to the headteacher, one or more governors or one or more governors and the headteacher. Clear terms of reference should be agreed by the governing body. Governing bodies must appoint a selection panel of between 3-7 people for all headteacher and deputy head teacher appointments. Making an appointment is undoubtedly the most significant decision a governing body will make particularly in relation to headteacher appointments. It is vitally important, therefore, that the governing body:

- (1) Appoints the best person for the job;
- (2) Complies with the requirements of legislation;
- (3) Ensures that the process is systematic, objective, transparent, fair, and will stand up to rigorous scrutiny and any possible challenge.

Reference source: **The Staffing of Maintained Schools Regulations 2006** sets out the law on the appointment of staff within school.



# 3. GRIEVANCE, DISCIPLINARY/ DISMISSAL AND CAPABILITY PROCEDURES

## THE LEGAL FRAMEWORK

The governing body has control over the regulation of the conduct and discipline of staff, including grievance, capability issues, suspension and dismissal of staff. The governing body must establish 3 separate procedures for the above.

As mentioned previously, personnel issues can be very complex and it is crucial that correct procedures are followed. Advice should be sought from your LEA.

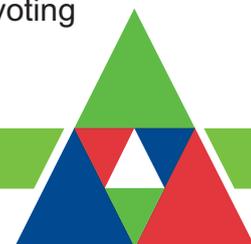
Some information on Staff Disciplinary Procedures is provided below:

## STAFF DISCIPLINARY PROCEDURES - Summary points

1. Governing bodies are required by law, as stated in **The Staffing of Maintained Schools (Wales) Regulations 2006** and **The Government of Maintained Schools (Wales) Regulations 2005**, to establish procedures for the discipline and conduct (including dismissal) of the staff for whom they are responsible.
2. Although governing bodies may wish to choose to agree and adopt policies provided by their LEA or diocesan authority (where appropriate), they must adopt such procedures as their own, in accordance with relevant Welsh legislation. Governing bodies must ensure that all staff are fully aware of the procedures.
3. Staff disciplinary/dismissal procedures must be separate from grievance and capability procedures.
4. As with all policies and procedures governing bodies should review disciplinary/dismissal procedures from time to time. Where any proposed changes are to be made, consultation should take place with members of staff and their union representatives, the LEA and diocesan authority (where appropriate), before making any amendments.



5. Governing bodies must have due regard to the timescales set out in the disciplinary procedures, as well as the principles of natural justice, impartiality and fairness.
6. Governing bodies can delegate to the headteacher, cases which would constitute lesser misconduct where dismissal is not a possible outcome. The staff disciplinary policy should clearly state which matters could be dealt with by the headteacher and those which should be referred to the staff disciplinary/dismissal committee.
7. Governing bodies must have a staff disciplinary/dismissal committee and a staff disciplinary/dismissal appeals committee. Like all committees, the membership should be reviewed annually. It should not be left until a case arises. The same governors cannot sit on both committees.
8. Each staff disciplinary/dismissal committee is normally made up of a minimum of three governors. The disciplinary/dismissal appeal committee however, cannot have fewer governors than the first committee.
9. The headteacher cannot be a member of the disciplinary/dismissal committee or disciplinary/dismissal appeals committee. This is because the headteacher is likely to be involved in cases before they come to committee, and/or may be presenting cases to the committee.
10. The chair of the governing body should not normally be a member of the staff disciplinary/dismissal committee or appeals committee because he/she may be consulted on cases by the headteacher at an earlier stage. Furthermore, If an allegation is made against the headteacher, the chair will need to instigate disciplinary procedures.
11. Each committee must appoint a clerk. The clerk can be the same person for both committees and may be the clerk to the governing body.
12. The appointed chairs of both committees have a casting vote.
13. Non governors can be members of each committee but they do not have voting



rights. **If, however, there are allegations of child protection being considered,** the staff disciplinary/dismissal and appeals committee must include a non governor member with voting rights.

14. A non governor member cannot act as chair.
15. Any investigation by the statutory authorities (i.e the Police and Local Authority Social Services) will normally, take precedence over the school's disciplinary proceedings
16. Where there are allegations made against staff involving child protection issues, an independent investigator must be appointed to investigate the allegations prior to the commencement of any staff disciplinary proceedings.
17. The Welsh Assembly Government has established an independent investigation service which governing bodies can use free of charge, for allegations of child protection, which are considered to be gross misconduct i.e. if proven could lead to the dismissal of a member of staff. However, where after consultation with the relevant LEA officer, the headteacher/Chair of governing body come to the conclusion without doubt, that the allegation is demonstrably false or it is considered to be lesser misconduct – an independent investigator would not need to be appointed and the governing body would not necessarily need to instigate disciplinary proceedings (in the case of lesser misconduct where this is delegated, it could be handled by the headteacher).
18. Advice and guidance on staff disciplinary issues can always be sought from your governor support office within your LEA, or diocesan authority, (where appropriate) and from the Governors Wales' helpline 0845 6020100.
19. Governors who are members of the staff disciplinary/dismissal and appeals committees should receive training to fulfil this role. Disciplinary cases can be very complex - it is therefore crucial that governors involved know how to handle cases.
20. Although the Assembly Government circular 45/2004 – **Staff Disciplinary**



**Procedures in Schools** is non – statutory guidance, governing bodies should have regard to the advice given, both in adopting and reviewing their disciplinary policy/procedures. Likewise, It is important that governing bodies consider the advice from the LEA. If advice is ignored and the governing body loses a case in an Employment Tribunal, the cost of any compensation may fall on the school budget.

21. Essential reference material for governors:

The Government of Maintained Schools (Wales) Regulations 2005

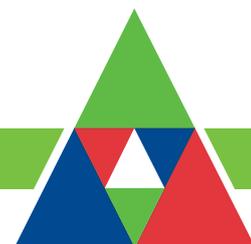
The Staffing of Maintained Schools (Wales) Regulations 2006

The Education (Modification of Enactments Relating to Employment) (Wales) Order 2006

National Assembly for Wales Circular 45/2004: Staff Disciplinary Procedures in Schools, available on [www.new.wales.gov.uk](http://www.new.wales.gov.uk)

The ACAS Code of Practice on Disciplinary and Grievance Procedures, available on [www.acas.org.uk](http://www.acas.org.uk)

This is just a summary of some of the main points that governors should be aware of when producing and implementing staff disciplinary procedures. This information should be read in conjunction with the legislation and guidance listed in paragraph 21 above; your own agreed governing body staff disciplinary procedure and information produced by your LEA and diocesan authority where appropriate.



## 4. ANNUAL REVIEW OF PAY OF HEAD TEACHERS

It is a statutory duty for the governing bodies of every school to agree and review performance objectives for their head teacher relating to school leadership and management and to pupil progress.

Every governing body will need to:

Review head teachers' pay against any existing performance objectives.

Agree performance objectives for head teachers for the coming year, which will inform decisions regarding his/her pay in a year's time.

### Who should be involved?

Decisions on pay are normally delegated to a sub-committee, usually a pay review or personnel sub-committee comprising two or three governors. However, teachers and other staff governors must not participate in discussions concerning the review of the head teacher's performance, nor in the collection and analysis of evidence contributing to the review. They can, however, take part in any general discussions about performance management arrangements for the school.

### Setting performance objectives

Governing bodies have the following main statutory duties to undertake with regard to Performance Management:

- ▶ To monitor and review the Performance Management policy every school year
- ▶ To set performance objectives for and to monitor the review of the headteacher through appointed governors with the assistance of an external adviser.

Fundamental to the effectiveness of the school is the quality of its leadership and management. Inspection evidence shows that in the most successful schools the governors and senior management team provide a clear sense of direction with an



emphasis on raising standards. A powerful means of helping to focus the work of the head teacher is the agreement of performance objectives. Performance objectives should be the result of a joint approach between governors and the head teacher and must relate to:

- ▶ Pupil progress.
- ▶ School leadership and management;

In agreeing objectives, the following should be borne in mind:

- 1) The objectives should relate to priorities identified in the SDP or SIP and post inspection action plan;
- 2) The objectives should be relevant to both the needs of the school and the needs of the head teacher;
- 3) Performance indicators should accompany each objective so that everyone is clear about the kind of evidence that will be used to evaluate performance.
- 4) There should not be too many objectives or objectives that are insufficiently focused. Best practice indicates that at least 3 but no more than 5-6 is appropriate;
- 5) Any resource implications;
- 6) Once agreed, the performance objectives for the head teacher should be regarded by governors as a confidential matter.

### **Monitoring progress**

Procedures should be agreed with the 2-3 governors monitoring the headteacher's performance.

Feedback on progress might be best given termly by governors responsible for the monitoring performance. Encouragement and praise should also be given. Changes in circumstances can be flagged up and adjustments made if needed. An external adviser will assist the 2-3 governors with the review of the current year's objectives for the



following year.

Termly reviews are best conducted formally, and the agenda for the review designed to create opportunities for:

- (1) the head teacher to report progress towards the attainment of the objectives previously agreed;
- (2) objectives to be amended or priorities changed in the light of particular circumstances;
- (3) encouragement and praise to be given;
- (4) the allocation of resources to be reviewed.

The adviser can help the governing body in both their review of performance during the current year and in determining realistic but challenging objectives for the forthcoming year.



## 5. HOW TO HANDLE A COMPLAINT

The majority of schools are happy places for staff and pupils for most of the time. However, problems will arise from time to time and you can expect that these will be quickly, sensitively and effectively resolved by the class teacher or the headteacher.

However, all parents have a legitimate right to expect that the school provides for the particular needs of their child and that the child receives fair and equitable treatment whilst in the care of the school.

If, as sometimes happens, parents feel that an injustice is being done to their child or that they are dissatisfied in some way with their child's progress or the teaching which the school provides, they might bring their complaint to a governor of the school.

If a parent or someone else brings a complaint to you, remember that there is a proper way of helping in this situation. You should:-

- ▶ remember that you cannot directly solve the problem since the day to day management of the school is the responsibility of the headteacher
- ▶ avoid giving the parent/person (or complainant) the impression that you can solve the problem as a result of being anxious to help. Never promise what you can't deliver!
- ▶ restrict yourself to explaining to the parent/person the relevant school policy or practice and then, only if you are certain as to what they are!
- ▶ refer the parent/person to the headteacher who must be given an opportunity to solve the problem, hopefully to the satisfaction of the complainant (in the majority of cases of complaints, this will be the result). This applies unless there is a situation where the complaint is about the head teacher.
- ▶ If the parent/person is not convinced that the problem has been satisfactorily resolved, you must remember that however much you wish to help, it is the headteacher's responsibility to manage the school. Equally, individual governors have no power when



acting as individuals. Consequently, an unresolved complaint must be referred to the chairperson of the governing body who may decide to present the matter to a panel of governors for their consideration.



# COMPLAINT PROCEDURES

A complaints procedure: ***“is a way of ensuring that anyone with an interest in the school can raise a concern, with confidence that it will be heard and addressed in an appropriate and timely fashion.”***

(National Assembly for Wales Circular No: 39/2006 and No 03/2004)

In accordance with Section 29 of the Education Act 2002, all governing bodies of maintained schools and nursery schools in Wales must have procedures in place for dealing with complaints from parents, staff, governors, pupils and members of the community etc., relating to the school and its provision of facilities or services under Section 27 of the Act.

Governing bodies are required to publish their complaint procedures, indicating how a copy can be obtained. A summary should be published in the school prospectus. Schools may also wish to refer to their complaint procedures in other material e.g., the annual governors' report to parents, school newsletters, home-school agreement, school website etc.

Complaints and appeals relating to the Curriculum, Special Educational Needs, child protection, religious worship, admissions, exclusions, staff grievance, staff disciplinary and staff capability will fall under other statutory procedures.

The governing body should consult staff, parents and pupils on the draft complaint procedures, if amended, before implementation. Staff and pupils should have access to a copy of the complaints procedure.

Governing bodies might wish to consider producing separate formats of the complaints procedures for pupils and adults, in order to provide suitable, appropriate and accessible information for all. Suggestions for pupil complaints leaflets can be found in Circular No. 39/2006.

Governing bodies must have regard to guidance issued by the Welsh Assembly Government in establishing and publishing procedures. Details are provided at the end of this section.



Governing bodies should ensure that their complaint procedures contain the following:

- ▶ Principles underpinning the procedure;
- ▶ Roles and responsibilities of those involved;
- ▶ Procedures for dealing with complaints of various types;
- ▶ Timescales;
- ▶ Procedures for recording and monitoring complaints;
- ▶ Procedures for implementing any actions arising from resolution of complaints or from monitoring trends;
- ▶ How advocacy support can be accessed for pupils.

The 3 stage approach (i.e. first recipient, headteacher, governing body) to complaint resolution is usually recommended. There are however, situations where the 3 stage approach is not appropriate and will need to be adapted e.g., complaints concerning, the whole governing body, an individual governor, the chair, the headteacher etc. This is well documented in the guidance listed at the end.

Governing bodies must have in place a complaints committee made up of at least 3 governors. A complaints appeals committee can also be set up if so wished by the governing body.

Impartiality, transparency, fairness must be applied throughout the entire complaints process.

Governing bodies will need to monitor the key issues or trends arising from complaints made, to amend school procedures/policies if required.

Advice and guidance on complaints can always be sought from your governor support



office within the LEA and from the Governors Wales' helpline **0845 6020100**. LEAs may also produce model complaints procedures to assist governing bodies.

Essential reference material for governors:

National Assembly for Wales circulars No:

03/2004 **School Governing Bodies Complaints Procedures** and

39/2006 **Guidance for School Governing Bodies on Procedures for Complaints**

**Involving Pupils**, available on [www.new.wales.gov.uk](http://www.new.wales.gov.uk)

N.B THIS IS **JUST A SUMMARY** OF SOME THE MAIN POINTS THAT GOVERNORS SHOULD BE AWARE OF WHEN PRODUCING AND IMPLEMENTING COMPLAINT PROCEDURES AND SHOULD BE READ IN CONJUNCTION WITH THE ABOVE GUIDANCE AND INFORMATION PRODUCED BY YOUR LEA.



# 6. THE GOVERNING BODY AND THE SCHOOL BUDGET

## Local Management of Schools

Since 1988 Governing Bodies have had responsibility for their individual school budgets under the concept of Local Management of Schools (LMS). The principle behind LMS is that the transferring of decision making to the level of the individual school leads to greater efficiency and accountability in the use of resources, and hence better provision for pupils.

Governors have a strategic role in the financial management of the school, and the key responsibilities are:

- ▶ Setting financial priorities to reflect the School Development Plan
- ▶ Complying with the provisions written into the LEA's Scheme of Delegation on matters such as tendering, contracts, audit, and best value requirements.
- ▶ Approving the annual budget
- ▶ Monitoring and controlling expenditure
- ▶ Approving adjustments to the budget during the year, for example through virement (movement of money from one budget heading to another).
- ▶ Approving levels of delegation of financial decision making within the school, for example to the Finance Committee, Chair of Governors, Headteacher, and other senior staff.
- ▶ Thinking longer term with the current move to 3-year financial planning
- ▶ Deciding whether to buy into local authority provided services such as building maintenance and ICT support, or whether to secure these services elsewhere.



- ▶ Managing resources effectively and efficiently
- ▶ Accounting for any earmarked funding received, for example through the Better Schools Fund.
- ▶ Accounting to parents through the Annual Report for how money allocated to the school has been spent.

If the LEA considers that the Governing Body has substantially or persistently failed to comply with the Scheme of Delegation, or is not spending the school's budget share efficiently and effectively, then the LEA may suspend the Governing Body's right to a delegated budget.

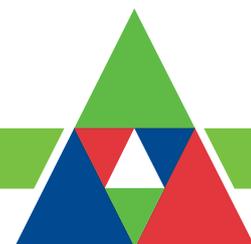
### How the Funding System Works

Budgets within the Local Education Service are prepared within the requirements of the School Standards and Framework Act 1998. There are three main areas:

#### (a) LEA Budget

This budget is money retained centrally to meet the LEA's statutory duties in support of education. It covers ;

- i. School Improvement – monitoring and supporting the development of schools
- ii. Strategic management – including planning for the Education Service as a whole
- iii. Special Provision – including the processes involved in meeting the special educational needs of pupils (SEN), for example through the Education Psychology Service
- iv. Access to Education – including admissions, planning school places, home to school transport, education welfare service, student awards
- v. Adult/Community Education and the Youth Service



## **(b) Schools Budget**

This is money that may be held centrally and spent by the LEA on services for schools, but may also be delegated directly to schools, in whole or in part. It includes:

- i. Expenditure supported by specific grant, such as through the Better Standards Schools Fund
- ii. Specialised provision such as pupil referral units, services for visually or hearing impaired pupils, Welsh language teaching, provision specified in SEN statements
- iii. School Meals (primary and special schools only, secondary has to be delegated to schools)
- iv. Advisory Service for schools

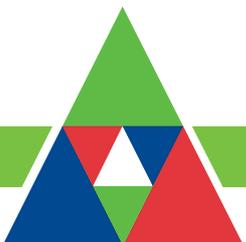
## **(c) Individual School Budget (ISB)**

The ISB is the amount directly delegated to schools. This is achieved through a funding formula drawn up by the LEA on which Governing Bodies and other interested parties have to be consulted.

Most of the delegated funding (at least 70%) is based on the number of pupils enrolled at the school and is assessed through the Age Weighted Pupil Unit (AWPU).

The remainder of the funding is assessed to cover factors such as:

- ▶ The size of the premises
- ▶ The extent of special needs in the school
- ▶ Support services needed (legal, financial, personnel, ICT, governor support etc)
- ▶ Ongoing implementation of the school workload agreement



In addition to the delegated budget the school receives devolved money from the Better Schools Fund, which is for implementation of Welsh Assembly Government initiatives particularly in relation to staff development.

A new feature from 2007/8 is the direct grant from the Welsh Assembly Government to schools, which for primary schools amounts to at least £3,100 pa and for secondary schools at least £11,800.

### **Preparing the Budget (i.e. the school spending plan)**

The main headings in the budget cover

- ▶ Employees pay, national insurance, superannuation and sickness cover – teaching and non teaching staff
- ▶ Capitation – educational resources including books, stationery, equipment, especially ICT
- ▶ Premises – buildings and grounds maintenance, cleaning, council tax, water
- ▶ Energy – gas, electricity, oil
- ▶ Other supplies – telephones, printing etc.
- ▶ Service Level Agreements – financial, legal etc.
- ▶ Income from grants, donations, lettings fees etc.

Here are some issues governors need to consider in preparing and reviewing the budget:

#### **(a) Reserves and Deficits**

It is sensible to plan for a reserve to meet anticipated extra costs. However, a planned surplus of more than 5% will usually attract enquiries from the LEA. It may be justified if the school is setting aside money for a large item of expenditure.



Governors are generally not permitted to set a deficit budget. However, it may be allowed in special circumstances by agreement with the LEA and would involve measures to produce a balanced budget within a set timescale.

### **(b) Pupil Numbers and Class Sizes**

Because there is a direct link between pupil numbers and school funding governors need to keep a close eye on pupil number projections and take them into account in budget planning, especially as regards staffing levels.

Whilst it is the Headteacher's responsibility to organise classes within the school, there is a statutory duty to ensure class sizes in Key Stage 1 are kept below 30. In addition Welsh Assembly Government policy is that classes in Key Stage 2 should be kept below 30.

### **(c) Staffing**

Most schools spend at least 80% of their budget on staffing, so this is a critical area. Governors have to have regard also to the School Workload Agreement, which impacts on staffing in important ways.

- ▶ Removal of routine administrative tasks from teachers
- ▶ Minimum of 10% guaranteed planning, preparation and assessment time for teachers
- ▶ Limit of 38 hours per annum cover for absent teachers
- ▶ Requirement for a reasonable allocation of time for management and leadership responsibilities.

### **(d) School Development Plan (SDP) or School Improvement Plan (SIP)**

There needs to be a close link between the SDP or SIP and the budget. This is especially critical since the budget will normally be geared to the financial year (1st April – 31st March) whilst the SDP/SIP is usually based on the school year (1st September – 31st August).

The cost implications of items in the SDP must be spelt out, and new initiatives should be carefully costed before being approved.



### (e) Other Sources of Funding

In addition to the school's budget share, governors need to be aware of and take advantage of the many other possible sources of funding, such as specific grants from the Welsh Assembly Government, Big Lottery funding and commercial sponsorship. Fund raising within the school is normally accounted for in a School Fund, kept separate from the School budget. Governors need to receive regular reports on these unofficial funds and ensure that they regularly audited.

In addition many schools have an active Parent and Teacher Association (PTA) or Parents and Friends Association (PFA), who organise fund raising events and usually keep their own sets of accounts.

### School Budget Forums

School Budget Forums are an important means for governors to influence the funding made available to schools by their Local Authority. They were set up under the 2002 Education Act and their main purpose is "to develop informed and confident dialogue between LEAs and schools on budgeting issues" (Welsh Assembly Government guidance circular 46/03 **Guidance on the Establishment of Schools Forums in Wales**).

The detailed functions of the Forum vary between LEAs, but the following range of issues is typical:

- ▶ Schools funding levels for the coming year
- ▶ Pressures on future budgets, in the context of the movement to 3-year budgets
- ▶ Changes to the LMS formula, which dictates how funding is allocated to schools
- ▶ Delegated funding to schools under the BSF
- ▶ Contracts and Service Level Agreements for schools

Welsh Assembly Government guidance makes it clear that the majority of the members of the Forum should be governors and headteachers. There is no requirement for parity of numbers between governors and headteachers, and representation varies across Wales.



The Forums are generally advisory not decision making, but can be influential by looking at factors such as the following:

The disparity on spending per pupil between LEAs

The extent to which the LEA delegates its funding to schools

Education's share of the Authority's capital funding

How education spending compares with the Indicator Based Assessment (what the Welsh Assembly Government thinks the Authority should be spending)

Experience suggests that School Budget Forums are making a difference in at least two ways:

- i. For governors and headteachers, a lifting of some of the fog that tends to envelop school funding
- ii. For Council members and officials (especially the Director of Finance), a better understanding of the spending needs of schools.



## 7. THE CURRICULUM

The 1988 Education Reform Act established the basic features of the National Curriculum. It provided a framework for the subjects that should be taught in schools and to what standard, aiming to raise educational standards by providing pupils with a curriculum that:

- ▶ is balanced and broadly based;
- ▶ promotes their spiritual, moral, cultural, mental and physical development;
- ▶ prepares them for the opportunities, responsibilities, and experiences of adult life;
- ▶ includes, in addition to the National Curriculum, religious education and, for secondary pupils, sex education.

The education system in Wales is currently undergoing radical change. It is the intention that by 2010, there will be increased education and training opportunities to encourage learning at all stages in a person's life (The Learning Country: Vision into Action).

Between 8 January and 30 March 2007, a series of consultation exercises was undertaken as part of the review of the school curriculum in Wales. Consultation packs containing the proposals of the Minister of Education, Lifelong Learning and Skills, for revised national curriculum subject Orders were sent out to schools and interested organisations. Parallel consultations were also held on:

- ▶ a revised framework for personal and social education
- ▶ a framework for careers and the world of work
- ▶ a non-statutory skills framework
- ▶ a national exemplar framework for religious education
- ▶ the Foundation Phase framework for children's learning.

These proposals support the Government's aims to ensure that the new school curriculum, assessment and qualifications arrangements will promote an approach that



is more learner-centred and skills-focused and that builds on the Foundation Phase and links effectively with the 14–19 Learning Pathways programme.

Further information on ‘Wales Curriculum 2008’ will be provided as an update in due course.

### The Structure of the National Curriculum

The National Curriculum, is presently arranged in four phases, known as key stages. The framework that describes the relationship between Key Stages and school years are shown in the following table. The age range given indicates the age of the majority in the Key Stage. However, some pupils may be older, some may be younger. For assessment purposes pupils should be assessed statutorily, i.e. must receive end of key stage teacher assessments once only at the end of the key stage.

Key Stage	Schools Years	Pupil Ages
*1	1 and 2	5 - 7
2	3, 4, 5 and 6	7 - 11
3	7, 8 and 9	11 – 14
4	10 and 11	14 - 16

\* Early years: ages 3-5 (before compulsory Education begins)  
Refer to Foundation Phase on page 109

### Governors’ Responsibilities

Governors and the headteacher of maintained schools have a duty to secure the implementation of the National Curriculum in their school, including the statutory teacher assessment and reporting arrangements.

Many of the issues that relate to the scope, quality, organisation and management of the teaching of the curriculum in schools are part of the day-to-day management of the school and fall within the responsibilities of the head teacher. It is for the governing body to be accountable for the implementation of national policies for schools and for the drawing up of local policies and strategies for monitoring their effectiveness. It is for the head teacher to manage the day to day practical implementation of these policies.



Your curriculum sub-committee should help your governing body to keep pupil learning at the heart of its agenda by:

- ▶ assisting the whole governing body to carry out these responsibilities including for example:
  - ▶ making sure that the curriculum teacher assessment procedures are carried out;
  - ▶ determining policy on sex education;
  - ▶ considering the approach to religious education;
  - ▶ approving the arrangements for collective worship;
  - ▶ hearing appeals and complaints concerning the curriculum;
- ▶ taking decisions or helping the full governing body to take decision about other aspects of the curriculum, including the school's policy on Special Educational Needs (SEN);
- ▶ monitoring or helping the full governing body to monitor those decisions;
- ▶ ensuring that the full governing body has the information which will enable it to monitor standards of pupil achievement.

## The Curriculum

Schools must teach the school curriculum to pupils:-

### KS1/KS2

National Curriculum: RE (Religious Education), PSE (Personal and Social Education).

Primary schools are required to have a policy on sex education



### National Curriculum:

Core subjects: English<sup>1</sup>, Welsh<sup>2</sup>, Maths and Science

Non-core: Welsh second language\*, design and technology, history, geography, art, music, physical education and in addition religious education.

### KS3

National Curriculum: RE, PSE, sex education, Careers Education and guidance (CEG)

Core subjects: English, Welsh\*, Maths, Science

Non-core subjects: Welsh second language\*, modern foreign language, design and technology, information technology, history, geography, art, music, PE, RE.

### KS4

Pupils are taught some National Curriculum subjects: English, Welsh, maths, science and PE.

In addition RE, sex education, careers education and guidance, PSE and work related education are also mandatory.

## Curriculum Developments

### **The Foundation Phase**

The Foundation Phase which will be implemented from September 2008 is a new approach to learning for children from 3 - 7 years of age. It is a distinct phase of the curriculum for Wales which has been developed to suit the needs of young children whilst complementing and promoting learning at Key Stage 2. The Foundation Phase identifies seven areas of learning. Emphasis is placed on developing children's skills across the areas of learning, to provide a suitable and integrated approach for young children's learning.

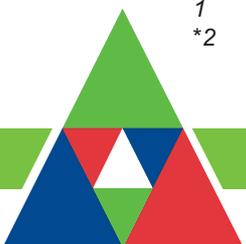
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\*2

*No statutory requirement to teach English at KS1 in Welsh Medium Schools*

*Welsh is taught as a first language in Welsh Medium Schools, and as a second language in English Medium Schools.*

*Additional information can be found on: [www.new.wales.gov.uk](http://www.new.wales.gov.uk)*



The seven areas of learning are:

- ▶ Personal and Social Development, Well-Being and Cultural Diversity
- ▶ Language, Literacy and Communication Skills
- ▶ Mathematical Development
- ▶ Bilingualism
- ▶ Knowledge and Understanding of the World
- ▶ Physical Development
- ▶ Creative Development

Piloting of the Foundation Phase began in September 2004 in 41 maintained schools/settings for 3-5 year olds; a further 42 schools/settings will join the Pilot from September 2007.

The statutory roll out will begin in September 2008 for 3-5 year olds, 3-6 year olds in 2009 and finally 3-7 year olds in 2010.

The Foundation Phase will introduce a new philosophy to all staff working with 3 to 7 year olds and it is important that governors are aware of its implications.

### **Flying Start**

The Flying Start programme connects with the Foundation Phase, funding being made available in the most deprived areas to assist schools and other organisations to help children from these areas have a flying start into school.

Further information on both these schemes can be obtained from: [www.wales.gov.uk](http://www.wales.gov.uk)

### **14-19 year olds – Learning Pathways Programme**

New opportunities provided for 14-19 year olds, offering greater flexibility and choice in subjects and the way that they learn.

The six key elements provided will enable students to realise their true potential:

- ▶ ranging from individual learning pathways to meet the needs of each individual learner
- ▶ learning coach support and access to personal support.



## Welsh Baccalaureate Qualification for Post-16

A qualification based on both traditional qualifications (options) such as NVQs, A Levels or GCSEs and the 'core' which comprises of Key Skills, a language model, an individual investigation, community participation (PSE) and work-related education. Following a successful pilot, the Welsh Baccalaureate Qualification will be rolled out to schools and colleges across Wales from September 2007, at both Intermediate and Advanced level. It provides a framework and catalyst for a wider more flexible provision which is in line with Learning Pathways 14-19.

Further information about the Welsh Baccalaureate Qualification can be found on:

[www.wbq.org.uk](http://www.wbq.org.uk)

## 8. SCHOOL INSPECTION

The governing body has a very important role in making sure that the school provides a good quality education for its pupils. It shares this responsibility with the headteacher, staff and the LEA. The SDP/SIP and the school's self evaluation report can help the governing body make judgements about the progress which the school is making. The Government is also concerned about the standards and quality of education, not only about the quality of individual schools, but also about the standard of the whole education service. Because of this, it is important that when judgements are made about the quality of different schools, the same benchmarks are used. To meet these requirements, a systematic programme is in operation so that schools are inspected at regular intervals.

All schools are inspected at least once every six years under Section 28 of the School Inspections Act 1996, as amended by the Education Act 2005 and related regulations. The agency responsible for the inspection system in Wales is called Her Majesty's Inspectorate for Education and Training in Wales, known as Estyn. Estyn discharges its responsibility for school inspection mainly through independent inspectors whom they engage under contract to conduct inspections in accordance with the "Common Inspection Framework for Education and Training in Wales".

The inspection is carried out by Contractors on behalf of Estyn. Contractors appoint a



Registered Inspector (RGI) for each inspection who has been registered and trained by Estyn. The Registered Inspector is assisted by, a number of team inspectors. Registered Inspectors and their team members must have satisfactorily completed a training and evaluation course organised and approved by Estyn. Each inspection team must include at least one 'lay' inspector who has not been involved in providing or managing school education, other than in a voluntary capacity. Registered inspectors and team members must not have any connection with the school because this may cast reasonable doubt on their ability to inspect and report impartially. In addition to the above, a 'peer assessor' (this is someone who works as a full-time teacher in a school) will form part of the inspection team. The school that is being inspected can also opt to have a 'nominee' (a member of the school's senior staff) who will provide an important link between the school and the inspection team.

The school inspection will cover all aspects of a school's provision, apart from denominational education and the conduct of collective worship in voluntary schools. These schools are inspected under section 50 of the Act.

### **PURPOSE OF INSPECTION:**

The current inspection arrangements were introduced in order to:

- ▶ provide a means of identifying strengths and weaknesses to help improve standards and quality;
- ▶ provide an independent evaluation;
- ▶ identify and promote good practice and strive for excellence;
- ▶ to keep the Welsh Assembly Government and public informed.

The inspection will focus on:

- ▶ the quality of education provided by schools;
- ▶ how far education meets the needs of the range of pupils at schools;



- ▶ the educational standards achieved;
- ▶ the quality of leadership and management of schools, including whether financial resources are managed efficiently;
- ▶ the spiritual, moral, social and cultural development of pupils; and
- ▶ the contribution of school to the well-being of pupils.

Seven key questions are asked, as noted in the Common Inspection Framework:

1. How well do learners achieve?
2. How effective are teaching, training and assessment?
3. How well do learning experiences meet the needs and interests of learners and the wider community?
4. How well are learners cared for, guided and supported?
5. How effective are leadership and strategic management?
6. How well do learners and managers evaluate and improve quality and standards?
7. How efficient are leaders and managers in using resources?

Self-evaluation is at the heart of the inspection process, based on the above questions. A school's self assessment report will form the starting point of the inspection, highlighting strengths and shortcomings and areas for development. As a governor, it is crucial, therefore, that you have a clear idea of what is happening with your school. Does your governing body fulfil its strategic role? Do you act as a "critical friend" of the school by asking questions about all aspects of its life and work? Do you ask those key but often simple questions – Why? How? Where? When? Do you monitor and evaluate performance and standards? Do you play an active part in producing and reviewing the School Development/Improvement Plan? Does the governing body have a clear vision



for the school 5 years hence?

Before the start of the inspection, the governing body, along with the Head and senior management team of the school must be responsible for ensuring that:

- (i) parents are informed of the date of the inspection;
- (ii) a meeting is arranged between the Registered Inspector and the parents of pupils of the school;
- (iii) a meeting is arranged between the Registered Inspector and the governing body;
- (iv) the various documentation requested is sent to the inspection team; and
- (v) the headteacher, members of staff, pupils and school nominee are supported in preparing for the inspection.

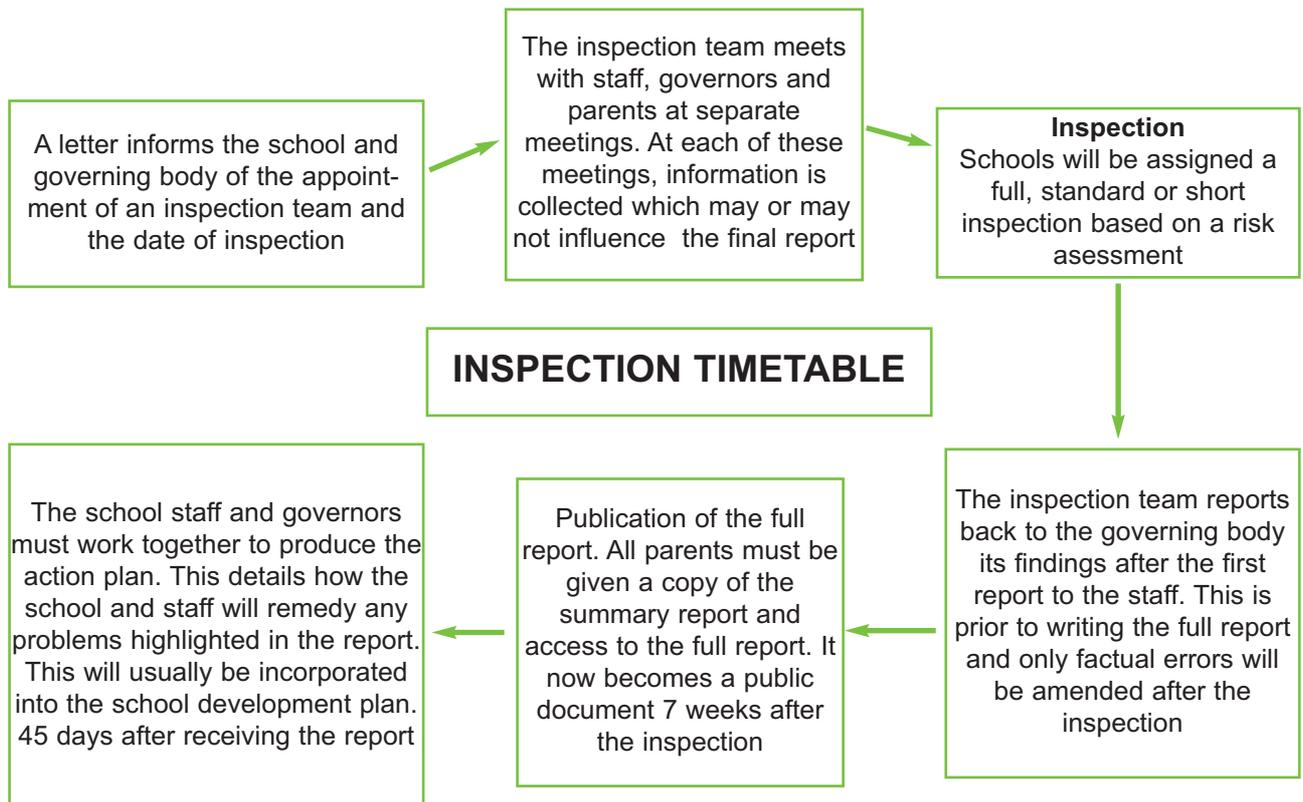
### During the inspection:

The inspection team will observe lessons, look at the school documents and pupils' work and hold discussions with both pupils and staff.

### After the inspection:

- (i) The Registered Inspector will offer to give oral feedback, on the inspection findings;
- (ii) The school will see a draft report to check for factual accuracy;
- (iii) The Registered Inspector must produce the full inspection report along with a summary within seven weeks after the end of the inspection. Copies of the report and a summary will be provided free of charge to parents.
- (iv) On publication of the report, the governing body must produce an Action Plan within 45 working days. The action plan must show what needs to be done in response to the inspection report. The governing body must ensure that it monitors the implementation of the action plan and reports progress on implementation in each of its subsequent annual report to parents.





### Useful publications:

- (i) “Understanding Inspections in Schools – Guidance Notes for Teachers and Governors”
- (ii) “The Common Inspection Framework for Education and Training in Wales” Estyn.
- (iii) Guidance on the Inspection of Primary and Nursery Schools. Estyn
- (iv) Guidance on the Inspection of Secondary Schools. Estyn
- (v) Guidance on the Inspection of Special Schools. Estyn
- (vi) Newsletter for Schools. Estyn
- (vii) The Annual Report of Her Majesty’s Chief Inspector of Education and Training in Wales 2005-2006. Estyn

Further information can be obtained from [www.estyn.gov.uk](http://www.estyn.gov.uk)



## 9. PUPIL BEHAVIOUR

Governing Bodies must prepare and regularly review a written statement of general principles that provide the framework for an overall policy for behaviour and discipline. This should take into account the needs of all pupils within the school. Where the governing body wants particular measures introduced or issues addressed they must notify the headteacher and may provide guidance where appropriate. In preparing or reviewing its statement a governing body may set out:

The ethos and values of the school and its moral code;

- ▶ the boundaries of acceptable behaviour;
- ▶ positive and constructive rules of conduct;
- ▶ the arrangements to ensure consistent application of rewards and punishments.

The statement may also include the principles of bullying prevention.

In drawing-up and revising the statement, the governing body must consult the head teacher and parents/carers of pupils at the school and take account of their views.

The governing body should oversee the maintenance of school discipline by the head teacher, who has to act in accordance with the above-mentioned statement and comply with any guidance the governing body may give on specific measures for promoting good behaviour.

In accordance with the governing body's statement of principles and any specific guidance, the head teacher should draw up the school behaviour policy, which will include rules and arrangements for their enforcement.

The school behaviour policy must be approved by the governing body as well as being subject to formal review from time to time.



The head teacher must ensure that parents, teachers, support staff and pupils are aware of the policy and closely monitor its implementation.

The governing body should approve the types of sanction and reward that the school employs as a means of reinforcing its behaviour policy.

## Pupil Support

Pupils who do not respond to the provisions of the school's behaviour policy may be at risk of being excluded. This is obviously a last resort after all alternative sanctions have been considered.

## Exclusions

There are two kinds of exclusion. **A fixed term** exclusion is for a specific number of days, and gives a date when the pupil is to return to school. **A permanent exclusion** removes the pupil permanently from the register of pupils enrolled at the school. Where a pupil is permanently excluded, it is the duty of the Local Education Authority to make appropriate alternative provision for the child's education.

Although it is the decision of the head teacher which determines whether a pupil is excluded, the decision to exclude can be reviewed by the governing body and the pupil can be reinstated.

The head teacher should notify the parents immediately of any decision to exclude and must send written confirmation within one school day. Headteachers, governing bodies, local authorities and independent appeals panels must by law have regard to the circular guidance produced by the National Assembly for Wales: **No 01/2004 – Exclusions from Schools and Pupil Referral Units** and **No 01(A)/2004: Exclusions from Schools and Pupil Referral Units (Amendments)** which have now been consolidated. These set out the process and timescales required in addition to examples of model letters that can be used.



## Pupil Discipline Committee

The governing body must set up a discipline committee, made up of 3 to 5 governors from the governing body, including a range of different categories of governors, but not including the headteacher, the quorum of which will be 3. The governing body should also appoint a clerk who can provide advice and also deal with the administrative process.

All days referred to are school days; weekends and school holidays are not taken into account.

## The Independent Appeals Panel

Where a pupil has been permanently excluded and the discipline committee upholds this decision, the parents may appeal against its decision within a specific timescale.

The governing body should be prepared to present to the independent appeals panel its reasons for supporting the head teacher's decision to exclude. The following can present their case at the hearing, either orally or in writing:

- i) the parent and pupil
- ii) the headteacher
- iii) a nominated governor
- iv) a nominated LEA officer
- v) all the above parties, as well as the governing body may be represented by a legal or other representative.

The independent appeals panel must have regard to the interests of other pupils and staff, and not only those of the excluded pupil, when reinstatement is considered.

The independent appeals panel will include 3-5 members including a lay person, an education practitioner, school governor (not from the school in question) who must be seen to be impartial.



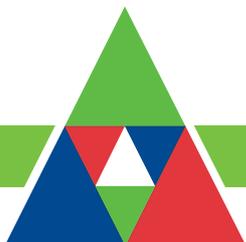
## Education of the Pupil following Exclusion

Whilst the pupil is still on the school roll, it is the responsibility of the school to continue to provide education for the pupil. Normally, pupils excluded for more than 15 days, from the date at which the exclusion is upheld by the discipline committee, should receive a full time and appropriate education. As in the case of longer fixed period exclusions, it may be necessary for the school to seek the help of the LEA which maintains the school. Following a discipline committee's decision to uphold a permanent exclusion, the LEA will only assume responsibility once the appeals procedure is completed, or until the time scale for an appeal has expired or when the parents have given notification that they do not wish to appeal.

As with all policies, it is important that they are reviewed and evaluated from time to time. Here are some suggestions of how this can be achieved:

### Creating/reviewing a School behaviour Policy

1. Governors receive a copy of the existing policy, any legal requirements and any other documents or procedures in current use.
2. The governing body meets and – through discussion (workshop, case study) agrees the principles which should underlie a behaviour policy for the school. These are recorded.
3. The governing body agrees a process of consultation on the principles: staff work shop day; records of discussions amongst groups of pupils/school councils; presentations from local organisations, youth workers, police, LEA officers and other experts; consultation with parents through presentations/discussions, at parent evenings, parent/staff association events etc.
4. The monitoring and evaluation of the existing behaviour policy should feed into the review. For example, assessing the impact of the operation of policies, the extent of rewards distributed and sanctioned.



5. The governing body appoints a small working group with representatives of interested parties, co-opting any non-governors, and agrees its terms of reference, timescale, resources needed, steps to be taken, and a clear written statement of the principles it has agreed.
6. Following consultations, the working group prepares a draft document which is taken to the governing body for discussion. Does it reflect the principles laid down by the governing body? Does it contribute to achieving the aims of the school? Will it gain the active consent of pupils, parents, staff, the community?
7. When this is agreed, the governing body formally ratifies the policy and decides which committee or working party will be responsible for monitoring, how frequently it will report back to the governing body, and when the policy is due for review.

Useful information relating to this section can be found in Section 3 of Circular No: 47/2006 Inclusion and Pupil Support.



## 10. SCHOOL COUNCILS – PUPIL PARTICIPATION

The School Councils (Wales) Regulations 2005 which came into effect on 31 December 2005, required that all maintained primary (excluding infant and nursery), secondary and special schools in Wales must have a school council up and running by 1st November 2006. The Regulations set out a number of minimum requirements for the establishment and operation of school councils – e.g. that the members must be elected by secret ballot, that schools with a special educational resource base must have at least one member from that base on the council, and that the council must meet at least six times a year. The regulations also provide that school councils in secondary schools may nominate up to two council members from years 11 – 13 to be Associate Pupil Governors on the governing body and that where such nominations are made the governing body must accept them. Some of the regulations provisions are not applicable to maintained community special or foundation special schools.

All schools have been issued with guidance on school councils in NAW Circular **42/2006** **‘Guidance for Governing Bodies on the Establishment and Operation of School Councils’** which contains information, advice and examples of good practice. A School Councils / Pupil Participation Project has also been set up in the Youth and Adult Learning Opportunities Division of the Welsh Assembly Government to help schools across Wales implement their statutory requirements and develop effective practice in pupil participation. The Project has worked with partners to establish a website ([www.schoolcouncilswales.org.uk](http://www.schoolcouncilswales.org.uk)) where children young people and adults can access information and learn more about pupil participation and school councils.

### ROLE OF GOVERNORS

Governors play a vital role in helping schools develop pupil participation, and that – where schools take participation seriously – this can have a considerable positive effect on pupils’ personal and social development, and indeed on the whole school environment. In order to help governors in this process, it is important that they understand the following areas:



### a. What Pupil Participation means:

Pupil participation is about children and young people having a voice about decisions that affect them in school and about that voice being taken seriously by decision makers. It is also about pupils learning about democratic processes, citizenship and having the opportunity to work alongside adults to improve their school environment and ensure they get the best educational opportunities possible. Participation can happen in many ways and on many different levels: through participative teaching and learning styles; through class, year and school councils; through regular consultation, and activities linked to national initiatives such as Healthy Schools and Eco-Schools.

### b. The Reasons Underpinning Increased Pupil Participation:

Schools that have developed participative ways of working tell us of the great benefits as a result. Through being involved in consultation and decision-making, pupils develop valuable personal and social skills such as listening, communication, negotiation, prioritising and working with others to achieve group goals. When given the opportunity to participate, pupils are found to become more engaged and involved, and pupil-teacher relationships improve. Where policies reflect pupils' needs and incorporate their ideas, they tend to be better and more grounded. Pupils' creative energy is harnessed towards working together with adults towards common goals.

### c. How Schools can go about Developing Pupil Participation, according to their needs and circumstances:

A participative culture is not created overnight, and it's important that pupils and adults work together to decide the way forward. Pupils and staff need to understand how to develop participative approaches and structures. To help pupils, school staff and governors to gain the necessary knowledge and skills, the Welsh Assembly Government has developed a dedicated School Councils' web-site ([www.schoolcouncilswales.org.uk](http://www.schoolcouncilswales.org.uk)), containing information and advice about school councils and wider pupil participation. A governors' module on pupil participation is also being piloted, and will be more widely available shortly. The Pupil Participation Project is also training key people in LEAs throughout Wales, who will be able to liaise with their schools around developing effective practice in pupil participation, and developing networks of information and support. For information about any of these initiatives, or for further advice or support, please contact: [YALO.Mailbox@Wales.gsi.gov.uk](mailto:YALO.Mailbox@Wales.gsi.gov.uk).



Participation in schools is just part of a wider picture in Wales. The Welsh Assembly Government is committed to ensuring that children and young people aged 0-25 can access the maximum possible opportunities to participate in decision-making locally and nationally on issues which affect their lives. The Welsh Assembly Government has adopted a sound bite to explain this, as follows:

**“Participation means that it is my right to be involved in making decisions or planning and reviewing and action that might affect me. Having a voice, having a choice”**, and is supporting the development of procedures and organisations which can help to facilitate effective participation, for example local youth forums, voluntary organisations and Funky Dragon (the Children and Young People’s Assembly for Wales). The Welsh Assembly Government is also working hard to model how effective involvement by children and young people in the work of organisations can improve the way in which they function and take decisions.

The school context is, however, vital. It is one of the first settings outside of the home where children and young people learn how to interact with adults other than those in their families, and where they are supported to develop the necessary skills and attitudes to become responsible and active citizens. Governors can play a vital role in ensuring that all schools in Wales are places where young people can acquire democratic skills and practices.

## ROLE OF ASSOCIATE PUPIL GOVERNORS

A particular challenge for secondary school governors is the role of Associate Pupil Governors. The governing body will need to decide how to work with these representatives in order to achieve the best outcomes for the young people nominated as Associate Pupil Governors, the governing body as a whole, and the school more widely. This may call for a consideration of the following factors, amongst others:

- ▶ The format, content and timing of governors’ meetings;
- ▶ The form and timing of communications;

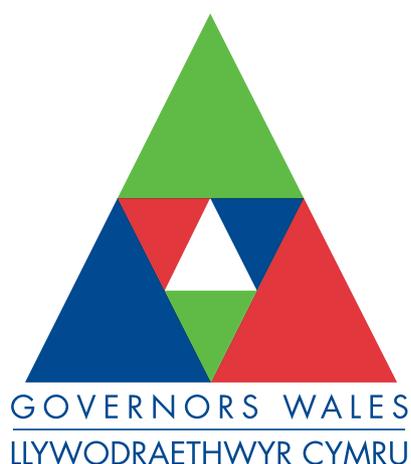


- ▶ The role of Associate Pupil Governors in meetings;
- ▶ Ways of working which are inclusive and creative;
- ▶ Ongoing links between the governing body and the school council.

Increased pupil participation is an exciting development which, if correctly developed and nurtured, can have positive outcomes for your school.







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# 1. LOCAL EDUCATION AUTHORITIES

## **Blaenau Gwent County Borough Council**

Festival House  
Victoria Business Park  
Ebbw Vale NP23 8ER  
Tel: 01495 350555  
[www.blaenau-gwent.gov.uk](http://www.blaenau-gwent.gov.uk)

## **Bridgend County Borough Council**

Sunnyside Offices  
Bridgend CF31 4AR  
Tel: 01656 643643  
[www.bridgend.gov.uk](http://www.bridgend.gov.uk)

## **Caerphilly County Borough Council**

County Offices  
Caerphilly Road  
Ystrad Mynach CF82 7ET  
Tel: 01443 864948  
[www.caerphilly.gov.uk](http://www.caerphilly.gov.uk)

## **Cardiff County Council**

County Hall  
Atlantic Wharf  
Cardiff CF10 4UW  
Tel: 029 2087 2087  
[www.cardiff.gov.uk](http://www.cardiff.gov.uk)

## **Carmarthenshire County Council**

Pibwrlwyd  
Carmarthen SA31 2NH  
Tel: 01267 224532  
[www.carmarthenshire.gov.uk](http://www.carmarthenshire.gov.uk)

## **Ceredigion County Council**

Swyddfa'r Sir  
Marine Terrace  
Aberystwyth SY23 2DE  
Tel: 01970 633656  
[www.ceredigion.gov.uk](http://www.ceredigion.gov.uk)

## **Conwy Council**

Government Buildings  
Dinerth Road  
Colwyn Bay LL28 4UL  
Tel: 01492 575031  
[www.conwy.gov.uk](http://www.conwy.gov.uk)

## **Denbighshire County Council**

County Hall  
Wynnstay Road  
Ruthin LL15 1YN  
Tel: 01824 706101  
[www.denbighshire.gov.uk](http://www.denbighshire.gov.uk)

## **Flintshire County Council**

County Hall  
Mold CH7 6ND  
Tel: 01352 704010  
[www.flintshire.gov.uk](http://www.flintshire.gov.uk)

## **Gwynedd County Council**

Council Offices  
Caernarfon  
Gwynedd LL55 1SH  
Tel: 01286 672255  
[www.gwynedd.gov.uk](http://www.gwynedd.gov.uk)

## **Isle of Anglesey County Council**

Ffordd Glanhwfa  
Llangefni  
Anglesey LL77 7EY  
Tel: 01248 750057  
[www.ynysmon.gov.uk](http://www.ynysmon.gov.uk)

## **Merthyr Tydfil County Borough Council**

Ty Keir Hardie, Riverside Court  
Avenue de Clichy  
Merthyr Tydfil CF47 8XD  
Tel: 01685 724622  
[www.merthyr.gov.uk](http://www.merthyr.gov.uk)

## **Monmouthshire County Council**

County Hall  
Cwmbran NP44 2XH  
Tel: 01633 644644  
[www.monmouthshire.gov.uk](http://www.monmouthshire.gov.uk)

## **Neath Port Talbot County Borough Council**

Civic Centre  
Port Talbot SA13 1PJ  
Tel: 01639 763333  
[www.npt.gov.uk](http://www.npt.gov.uk)



**Newport City Council**

Civic Centre  
Newport NP20 4UR  
Tel: 01633 656656  
[www.newport.gov.uk](http://www.newport.gov.uk)

**Pembrokeshire County Council**

County Hall  
Haverfordwest  
Pembrokeshire SA61 1TP  
Tel: 01437 764551  
[www.pembrokeshire.gov.uk](http://www.pembrokeshire.gov.uk)

**Powys County Council**

County Hall  
Llandrindod Wells  
Powys LD1 5LG  
Tel: 01597 826000  
[www.powys.gov.uk](http://www.powys.gov.uk)

**Rhondda Cynon Taff County Borough Council**

Ty Trevithick  
Abercynon  
Mountain Ash CF45 4UQ  
Tel: 01443 744000  
[www.rhondda-cynon-taf.gov.uk](http://www.rhondda-cynon-taf.gov.uk)

**City And County Of Swansea**

County Hall  
Oystermouth Road  
Swansea SA1 3SN  
Tel: 01792 636551  
[www.swansea.gov.uk](http://www.swansea.gov.uk)

**Torfaen County Borough Council**

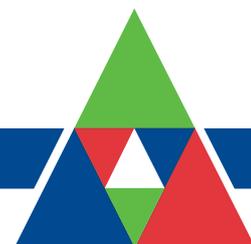
County Hall  
Cwmbran NP44 2WN  
Tel: 01633 648248  
[www.torfaen.gov.uk](http://www.torfaen.gov.uk)

**Vale of Glamorgan Council**

Civic Offices  
Holton Road  
Barry CF63 4RU  
Tel: 01446 700111  
[www.valeofglamorgan.gov.uk](http://www.valeofglamorgan.gov.uk)

**Wrexham County Borough Council**

Tŷ Henblas  
Queen's Square  
Wrexham LL13 8AZ  
Tel: 01978 297505  
[www.wrexham.gov.uk](http://www.wrexham.gov.uk)



## 2. DIOCESAN DIRECTORS OF EDUCATION

### **Diocese Bangor**

Diocesan Centre  
Cathedral Close  
BANGOR LL57 1RL  
Tel: 01248 354999

### **Diocese Llandaff**

Diocesan Office  
The Court  
Coychurch  
Brigend CF35 5EH  
Tel: 01656 868868

### **Diocese of Menevia**

27 Convent Street  
Swansea SA1 2BX  
Tel: 01792 652757

### **Diocese Monmouth**

Diocese Education Office  
64 Caerau Rd.  
NEWPORT NP9 4HJ  
Tel: 01633 264919

### **Diocese St Asaph**

Diocesan Office  
High Street  
ST ASAPH  
Denbighshire LL17 0RD  
Tel: 01745 582245

### **Diocese St. Davids**

Brynheulog  
Heol Penlanhoff  
Carmarthen SA31 2HL  
Tel: 01267 235927

### **Diocese Swansea/Brecon**

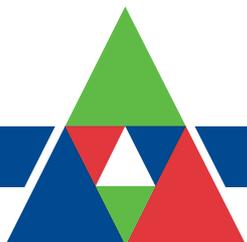
The Rectory  
Maes Glas  
Llangammarch Wells  
POWYS LD4 4EE  
Tel: 01591 620482

### **Diocese of Wrexham**

Bishop's House  
Santley Road  
Wrexham LL13 7EW  
Tel: 01978 290344

### **Archdiocese of Cardiff**

Archdiocese of Cardiff Schools  
Commission  
Archbishop's House  
41/43 Cathedral Road  
CARDIFF CF11 9HD  
Tel: 029 2023 3838



## 3. USEFUL CONTACT INFORMATION

### Advisory, Conciliation and Arbitration Services (ACAS)

Tel: 08457 474747  
[www.acas.org.uk](http://www.acas.org.uk)

### Advisory Centre for Education (ACE)

Tel: 0808 800 5793  
[www.ace-ed.org.uk](http://www.ace-ed.org.uk)

### All Wales Centre for Governor Training and Research

Tel: 01792 482065  
[www.sihe.ac.uk/schoolgovernor](http://www.sihe.ac.uk/schoolgovernor)

### Association of School and College Leaders (ASCL)

[www.ascl.org.uk](http://www.ascl.org.uk)

### Association of Teachers and Lecturers (ATL)

Tel: 0845 057 7000  
[www.atl.org.uk](http://www.atl.org.uk)

### Catholic Education Service

Tel: 020 7901 4880  
[www.cesew.org.uk](http://www.cesew.org.uk)

### Children in Wales

Tel: 029 2034 2434 (Head Office)  
Tel: 01286 677570 (North Wales Office)  
[www.childreninwales.org.uk](http://www.childreninwales.org.uk)

### Children's Commissioner for Wales

Tel: 01792 765600 (Swansea)  
Tel: 01492 523333 (Conwy)  
[www.childcom.org.uk](http://www.childcom.org.uk)

### Cilt Cymru (National Centre for Languages)

Tel: 029 2048 0137  
[www.ciltcymru.org.uk](http://www.ciltcymru.org.uk)

### ContinYou Cymru

Tel: 029 2047 8929  
[www.continyou.org.uk](http://www.continyou.org.uk)

### Citizens Advice Bureau

[www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

### Equal Opportunities Commission

Tel: 0845 601 5901  
[www.eoc.org.uk](http://www.eoc.org.uk)

### Estyn

Tel: 029 2044 6446  
[www.estyn.gov.uk](http://www.estyn.gov.uk)

### General Teaching Council for Wales (GTCW)

Tel: 029 2055 0350  
[www.gtcw.org.uk](http://www.gtcw.org.uk)

### Governors Wales

Tel: 029 2048 7858  
[www.governorswales.org.uk](http://www.governorswales.org.uk)

### National Assembly

### Commission/Parliamentary services Cardiff Bay

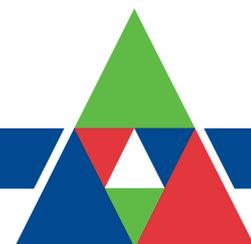
Tel: 0845 010 5500  
[www.new.wales.gov.uk](http://www.new.wales.gov.uk)

### National Association of Headteachers (NAHT)

Tel: 029 2048 4546  
[www.naht.org.uk](http://www.naht.org.uk)

### National Association of Schoolmasters and Union of Women Teachers (NASUWT)

Tel: 029 2054 6080  
[www.nasuwt.org.uk](http://www.nasuwt.org.uk)



# USEFUL CONTACT INFORMATION

## National Union for Teachers (NUT)

Tel: 029 2049 1818  
[www.teachers.org.uk](http://www.teachers.org.uk)

## Office of Public Information (OPSI)

[www.opsi.gov.uk](http://www.opsi.gov.uk)

## SNAP Cymru (Special Needs Advisory Panel)

Tel: 029 2038 8776  
[www.snapcymru.org.uk](http://www.snapcymru.org.uk)

## Teacher Support Cymru

Teacher Support Line: 08000 855 088  
[www.teachersupport.info](http://www.teachersupport.info)

## Times Educational Supplement (TES)

Tel: 029 2066 0201  
[www.tes.co.uk/cymru](http://www.tes.co.uk/cymru)

## Wales Pre-school Playgroups Association

Tel: 01686 624573  
[www.walesppa.org](http://www.walesppa.org)

## Wales Primary Schools Association (WPSA)

Tel: 01443 675318

## Welsh Assembly Government (Cathays Park)

Tel: 0845 010 3300  
[www.new.wales.gov.uk](http://www.new.wales.gov.uk)

## Welsh Joint Education Committee (WJEC)

Tel: 029 2026 5000  
[www.wjec.co.uk](http://www.wjec.co.uk)

## Welsh Local Government Association (WLGA)

Tel: 029 2046 8600  
[www.wlga.gov.uk](http://www.wlga.gov.uk)

## Welsh Secondary Schools Association (WSSA)

Tel: 01792 455933  
[www.wssa.org.uk](http://www.wssa.org.uk)

## Undeb Cenedlaethol Athrawon Cymru (UCAC)

Tel: 01970 639950  
[www.athrawon.com](http://www.athrawon.com)

There are increasing differences in legislation between England and Wales, particularly with school governance so be careful if you look at the following as there are major differences

## Department for Children, Schools and Families (DCSF)

Tel: 0870 0012345  
[www.dfes.gov.uk](http://www.dfes.gov.uk)

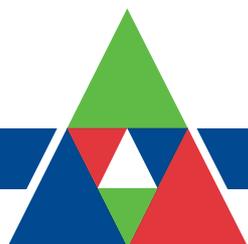
School Teachers' pay and conditions however are not devolved - Information can be found on this site as well as [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

## National Governors Association (NGA)

Tel: 0121 643 5787  
[www.nga.org.uk](http://www.nga.org.uk)

## Governorline (England)

Tel: 08000 722 181  
[www.governorline.info](http://www.governorline.info)



## 4. RESOURCES

*This is not a definitive list of resources for school governors. Links to access additional support material are added below.*

### **REGULATIONS**

The Staffing of Maintained Schools (Wales) Regulations 2006  
The Annual Parents' Meeting (Exemptions) (Wales) Regulations 2005  
The Government of Maintained Schools (Wales) Regulations 2005  
The Governor (Allowances) (Wales) Regulations 2005  
The New Maintained Schools (Wales) Regulations 2005  
The School Councils (Wales) Regulations 2005  
The School Governors' Annual Reports (Wales) Regulations 2001

More regulations available on [www.opsi.gov.uk/legislation/wales/w-stat.htm](http://www.opsi.gov.uk/legislation/wales/w-stat.htm)

### **PUBLICATIONS FROM THE WELSH ASSEMBLY GOVERNMENT**

#### **CIRCULARS**

Circular No: 12/2007	Parents and Parental Responsibility
Circular No: 47/2006	Inclusion and Pupil Support
Circular No: 39/2006	Guidance for School Governing Bodies on Procedures for Complaints Involving Pupils
Circular No: 42/2006	Guidance for Governing Bodies on the Establishment and Operation of School Councils
Circular No: 01/2004	Exclusion from Schools and Pupil Referral Units
Circular No: 01a/2004	Exclusion from Schools and Pupil Referral Units (amendments)
Circular No: 03/2004	School Governing Body Complaints Procedures
Circular No: 45/2004	Staff Disciplinary Procedures in Schools
Circular No: 46/2003	Guidance on the Establishment of School Councils

#### **CODES OF PRACTICE**

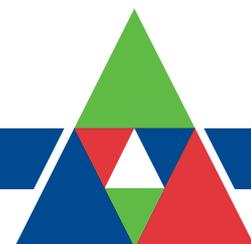
Special Educational Needs (2004)  
LEA-School Relations (1999)  
School Admissions (1999)  
School Admission Appeals (1999)

#### **SCHOOL GOVERNORS GUIDE TO THE LAW**

#### **PERFORMANCE MANAGEMENT GUIDANCE, MAY 2002**

1. Principles and procedures
2. Schools' Performance Management Policies
3. Guidance for governors
4. Objective Setting

More publications of use to school governors available on [www.learning.wales.gov.uk](http://www.learning.wales.gov.uk) under the "Publications" section on the left hand side of the page.



## 5. GOVERNORS WALES PUBLICATIONS

Principles of Conduct for Governors of Schools in Wales

### **Fact Files**

- 01/04 List of Policies and Documents
- 01/05 Teacher and Staff Governors
- 02/05 Parent Governors
- 03/05 NPQH
- 04/05 Revised National Standards for Headteachers
- 01/06 Jargon Buster
- 02/06 LEA Governors
- 01/07 Complaints Procedures
- 02/07 Staff Disciplinary Procedures
- 03/07 Education in England and Wales – a comparison

### **Gov Guides**

Governor Guide on Preventing Bullying

The Disability Discrimination Act Part 4 (Special Educational Needs and Disability Act 2001). Published by the Disability Rights Commission and Governors Wales.

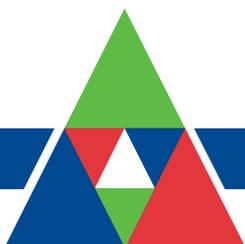
## 6. SERVICES PROVIDED BY GOVERNORS WALES

**Governors Wales offers a source of independent information, advice and guidance:**

- ▶ Confidential Telephone Helpline (0845 60 20 100 - local rate) supported by independent legal opinion
- ▶ Website
- ▶ Handbook
- ▶ Published guidance

**Governors Wales supports local networks enabling governors to share experience and good practice:**

- ▶ Encouragement and support for local associations of governors
- ▶ Regular conferences
- ▶ Development Officer support
- ▶ Effective structure for consulting governors on a wide range of issues

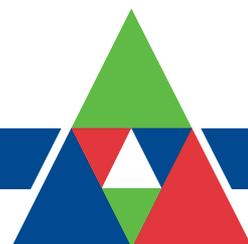


**Governors Wales provides a means of reflecting the concerns of governors:**

- ▶ Opportunities to influence policy development
- ▶ Advocacy
- ▶ A recognised conduit to local and national government

**The following provides information on the role of:**

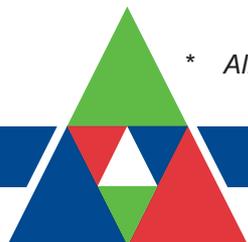
- ▶ Teacher and Staff governors
- ▶ Parent Governors
- ▶ LEA governors



## **7. TEACHER AND STAFF GOVERNORS:**

- ▶ **ARE** elected as representative of the interests of the teaching and support staff\*. Teacher and staff governors are, however, not mandated delegates of the staff;
- ▶ **ARE** elected to serve a term of office of 4 years. This ends if a teacher or staff governor ceases to be employed at the school;
- ▶ **ARE** entitled to exercise the same powers, duties and responsibilities as other governors and have the same rights as other governors;
- ▶ **ARE** a distinctive category of governor since they have professional knowledge of the school's activities, and its strengths and weaknesses. This helps to enhance the governing body's understanding of its role and of the qualities of the school;
- ▶ **ARE** elected by teaching and support staff and should bear in mind the interests and views of their teaching and support staff colleagues in the course of contributing to governing body business;
- ▶ **ARE** required, like other governors, to exercise their best judgement when contributing to the decisions of the governing body.
- ▶ **ARE** eligible to be disqualified from completing their term of office if they fail to attend governing body meetings for more than 6 months, without the governing body's consent. Teacher and staff governors can also be suspended for up to 6 months for reasons as noted in The Government of Maintained Schools (Wales) Regulations 2005\*
- ▶ **CANNOT** become Chair or Vice-Chair of the governing body or Chair a committee;
- ▶ **CANNOT** be involved in that part of any meeting where the Pay or Performance review of any person employed at the school is discussed;
- ▶ **CANNOT** be mandated by the staff they represent to support a particular position with which the teacher or staff governor does not agree:
- ▶ **CANNOT**, whilst reporting back to staff colleagues after a meeting, disclose details of discussions which are unlikely to be recorded in the minutes, even if their report concerns matters that have not been deemed by the governing body to be confidential;
- ▶ **CANNOT** be expected to automatically endorse the views expressed, in his or her capacity as a member of the governing body by their headteacher;
- ▶ **CANNOT** act individually, in common with all other categories of governor, unless a specific task has been formally allocated to them by the governing body, giving power to the individual to act on its behalf;
- ▶ **CANNOT** become involved, in decision-making in common with all other categories of governor when they have a personal interest in the outcome of the decision.

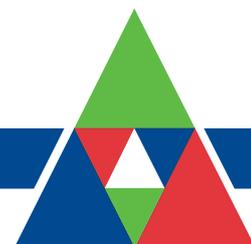
\* All staff employed at the school in other than a teaching capacity.



## PARENT GOVERNORS:

- ▶ **ARE** elected as representative of the interests of parents of pupils. Parent governors are, however, not mandated delegates of parents;
- ▶ **ARE** elected to serve a term of office of 4 years. Parent governors do not have to resign if their child leaves the school during their term of office, although they may do so if they wish;
- ▶ **ARE** entitled to exercise the same powers, duties and responsibilities as other governors and have the same rights as other governors;
- ▶ **ARE** a distinctive category of governor and, as elected representatives, are well placed to understand the needs and points of view of parents. This helps to enhance the governing body's understanding of its role;
- ▶ **ARE** elected by parents and should bear in mind the interests of parents and pupils in the course of contributing to governing body business;
- ▶ **ARE** required, like other governors, to exercise their own best judgement when contributing to the decisions of the governing body;
- ▶ **ARE** eligible to be disqualified from completing their term of office if they fail to attend governing body meetings for more than 6 months, without the governing body's consent. Parent governors can also be suspended for up to six months for reasons as noted in The Government of Maintained Schools (Wales) Regulations 2005 \*.
- ▶ **CANNOT** be mandated by the parents they represent to support a particular position with which the parent governor does not agree;
- ▶ **CANNOT**, whilst reporting back to parent colleagues after a meeting, disclose details of discussions which are unlikely to be recorded in the minutes, even if their report concerns matters that have not been deemed by the governing body to be confidential;
- ▶ **CANNOT**, in common with all other categories of governor, act individually unless a specific task has been formally allocated to them by the governing body, giving power to the individual governor to act on its behalf;
- ▶ **CANNOT**, in common with all other categories of governor, play a part in the governing body's decision making when they have a personal and/or pecuniary interest in the outcome of the decision;
- ▶ **CANNOT** be removed from office by the parent body or by the governing body before they have served their full term of office;
- ▶ **CANNOT** offer themselves for re-election as a parent governor if their child is no longer registered at the school

\* *The governing body can in certain circumstances, as outlined in the regulations\* appoint parent governors*



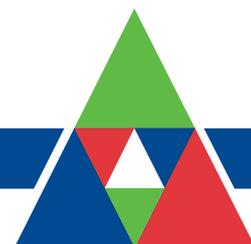
## LEA GOVERNORS:

- ▶ **ARE** appointed by the LEA which maintains the school. LEAs should publish the process and criteria for identifying candidates for appointment as LEA governors;
- ▶ **ARE** appointed to serve for a term of 4 years unless they are removed from office by the LEA. The LEA should implement an agreed, transparent and fair procedure should the removal of an LEA governor be considered necessary. The LEA must provide written notice of removal both to the Clerk of the governing body and to the LEA governor concerned;
- ▶ **ARE** entitled to exercise the same powers, duties and responsibilities as other governors and have the same rights as other governors;
- ▶ **ARE** appointed as representatives and may present the LEAs view in the same way as other categories of governor represent the interests of their constituency;
- ▶ **ARE** required, like other governors, despite their representative status, to exercise their own best judgement when contributing to the decisions of the governing body;
- ▶ **ARE** eligible to be disqualified from completing their term of office if they fail to attend governing bodies for more than six months, without the consent of the governing body;
- ▶ **CAN** be suspended by the governing body by resolution, for all or any meetings of the governing body for up to six months for reasons as noted in The Government of Maintained Schools (Wales) Regulations 2005.\*
- ▶ **MAY NOT** be mandated by the LEA they represent to support a particular position with which the LEA governor does not agree;
- ▶ **MAY NOT** hold office or be appointed as a LEA governor if they are eligible to be a teacher or staff governor;
- ▶ **MAY NOT** act individually unless a specific task has been formally allocated to them by the governing body, giving power to the individual governor to act on its behalf;
- ▶ **MAY NOT**, in common with all other categories of governor, play a part in the governing body's decision making when they have a personal and/or pecuniary interest in the outcome of the decision;
- ▶ **MAY NOT** disclose details which are unlikely to be recorded in the minutes, even if the details have not been deemed to be confidential by the governing body.
- ▶ **MAY NOT** necessarily be elected members of the Local Authority although appointed by the authority to serve as an LEA governor.



**Remember that all governors, can benefit from training. Advice and information can always be sought from the governor support office within the LEA and from the Governors Wales' Helpline 0845 6020100.**

**Essential reference material for governors:  
School Governors Guide to the Law; School Governors Handbook  
Principles of Conduct for Governors of Schools in Wales  
\*The Government of Maintained Schools (Wales) Regulations 2005  
Code of Practice on LEA – School Relations**



## **8. GOVERNORS WALES FACT FILE 01/06: JARGON**

### **BUSTER NO 1 – ACRONYMS**

You will find that in your role as governor, you will come across a bewildering array of educational jargon from time to time.

A glossary of many of the abbreviations and acronyms is provided below which you are likely to encounter in meetings.

#### **ORGANISATIONS**

ACAS	-	Advisory Conciliation and Arbitration Service
ACE	-	Advisory Centre for Education
ADEW	-	Association of Directors of Education in Wales
CES	-	Catholic Education Society
CETW	-	Council for Education and Training Wales
DDE	-	Diocesan Director of Education
DELLS	-	Department for Education, Lifelong Learning & Skills
DCSF	-	Department for Children, Schools and Families
DRC	-	Disability Rights Commission
ESRC	-	Economic and Social Research Council
ESTYN	-	Her Majesty's Inspectorate for Education and Training in Wales*
GTCW	-	General Teaching Council for Wales
HSE	-	Health & Safety Executive
LEA	-	Local Education Authority
NAC	-	National Assembly Commission
NASEN	-	National Association for Special Educational Needs
NCPTA	-	National Confederation of Parent Teacher Associations
NFER	-	National Foundation for Educational Research
NGA	-	National Governors Association
NGFL	-	National Grid for Learning
NS	-	National Society
OfSTED	-	Office for Standards in Education
OPSI	-	Office of Public Sector Information
QCA	-	Qualifications and Curriculum Authority
SNAP	-	Special Needs Advisory Project
STRB	-	School Teacher Review Body
TES	-	Times Educational Supplement
WAG	-	Welsh Assembly Government (Officials)
WAMG	-	Workforce Agreement Monitoring Group
WJEC	-	Welsh Joint Education Committee
WLGA	-	Welsh Local Government Association

#### **INSPECTION**

HMI	-	Her Majesty's Inspector of Schools
PIC	-	Pre-Inspection Commentary
Rgl	-	Registered Inspector
SAP	-	School Action Plan
SER	-	Self-Evaluation Report

\* Estyn is not an acronym. It is a Welsh word meaning to reach/extend



## GOVERNORS WALES FACT FILE 01/06: JARGON BUSTER NO 1 – ACRONYMS

### LEA

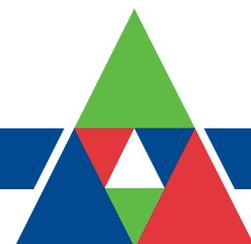
CEO	- Chief Education Officer
CSO	- Chief Schools Officer
DOE	- Director of Education
ESP	- Education Strategic Plans
EWO	- Education Welfare Officer
GSU	- Governor Support Unit
ITT	- Initial Teacher Training
LAC	- Looked After Children
NNEB	- National Nursery Examination Board
PGR	- Parent Governor Representative
PRU	- Pupil Referral Unit
SSA	- Standard Spending Assessment
VA	- Value Added

### UNIONS

ASCL	- Association of School and College Leaders
ATL	- Association of Teachers and Lecturers
NAHT	- National Association of Headteachers
NASUWT	- National Association of Schoolmasters and Union of Women Teachers
NUT	- National Union of Teachers
PAT	- Professional Association of Teachers
UCAC	- National Association of Teachers in Wales
UNISON	- Union of Public Employees

### LEGISLATION/INITIATIVES

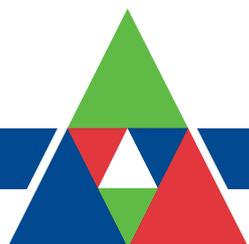
CRB	- Criminal Records Bureau
DDA	- Disability Discrimination Act
ELLC	- Education and Lifelong Learning Committee
FOIA	- Freedom of Information Act
IIP	- Investors In People
PFI	- Private Finance Initiative
SENDA	- Special Education Needs and Disability Act
SI	- Statutory Instrument
SSFA	- Schools Standard and Framework Act
SENDIST	- Special Educational Needs and Disability Tribunal



## GOVERNORS WALES FACT FILE 01/06: JARGON BUSTER NO 1 – ACRONYMS

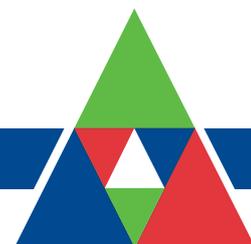
### SCHOOL-RELATED/GENERAL

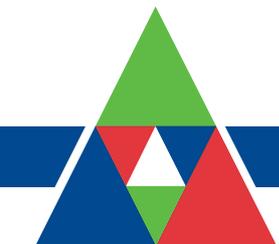
ALS	- Additional Literary Support
APM	- Annual Parents' Meeting
APR	- Annual Parents' Report
AT	- Attainment Target
AWPU	- Age-Weighted Pupil Unit
BSF	- Better Schools Fund
CFR	- Consistent Financial Reporting
CPD	- Continual Professional Development
CSI	- Core Subject Indicator
EAL	- English as an Additional Language
EBD	- Emotional and Behavioural Difficulties
EMAs	- Education Maintenance Allowances
EPD	- Early Professional Development
FE	- Further Education
FSM	- Free School Meals
FTE	- Full Time Equivalent
GB	- Governing Body
GCE	- General Certificate of Education
GCSE	- General Certificate of Secondary Education
GNVQ	- General National Vocational Qualification
HE	- Higher Education
HLTA	- Higher Level Teacher Assistant
HOD	- Head of Department
HOY	- Head of Year
HSA	- Home-School Agreement
ICT	- Information Communications Technology
IEP	- Individual Education Plan
INSET	- In-Service Education and Training
ISF	- Innovative Schools Fund
ISR	- Individual School Range
ITT	- Initial Teacher Training
KS	- Key Stage
LAP	- Language And Play
LPSH	- Leadership Programme for Serving Headteachers
LSA	- Learning Support Assistant
MLD	- Moderate Learning Difficulties



**SCHOOL-RELATED/GENERAL**

NC	- National Curriculum
NOR	- Number on Roll
NPQH	- National Professional Qualification for Headship
NQT	- Newly Qualified Teacher
NRA	- National Record of Achievement
NVQ	- National Vocational Qualification
OSHL	- Out of School Hours Learning
PGCE	- Post-Graduate Certificate of Education
PHIP	- Professional Headship Induction Programme
PI	- Performance Indicator
PLASC	- Pupil Level Annual School Census
PPA	- Preparation, Planning and Assessment time
PRP	- Performance Related Pay
PSHE	- Personal, Social and Health Education
PTA	- Parent Teacher Association
PTR	- Pupil Teacher Ratio
QTS	- Qualified Teacher Status
ROA	- Record Of Achievement
SATs	- Standard Assessment Tasks
SBIG	- School Buildings Improvement Grant
SDP	- School Development Plan
SEN	- Special Educational Needs
SENCO	- Special Educational Needs Co-ordinator
SIMS	- School Information and Management System
SIP	- School Improvement Plan
SL	- Subject Leader
SLA	- Service Level Agreement
SLD	- Severe Learning Difficulties
SLMs	- School Leadership Modules
SMT	- Senior Management Team
STA	- Statutory Teacher Assessments
TA	- Teaching Assistant
TLR	- Teacher and Learning Responsibility
UPN	- Unique Pupil Number
UPS	- Upper Pay Scale
VA	- Voluntary-Aided
VC	- Voluntary Controlled
WRE	- Work Related Education





EVALUATION FORM

Which was the most useful part of the handbook and why?

Which was the least useful part and why?

Was there anything else that you would have liked in the handbook?  
If, yes please note your suggestions.

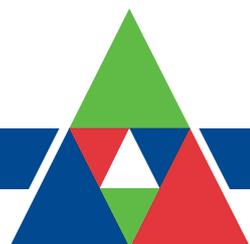
YES/NO

How has the handbook enabled you to improve as a governor?

Do you find the format and presentation of the handbook user friendly?

Have you any advice or ideas on how the handbook could be improved?

Any other comments?



If you would like to receive copies of

- i) Fact Files
- ii) Governor Guides
- iii) Handbook updates (electronically)

please provide your contact details below:

Name: \_\_\_\_\_

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