



"The governors' handbook is a key instrument for all members of the governing body. Particular sections of the handbook are targeted at new governors but can be used as an aid-memoire by all. I hope this handbook will help us to discharge our duties effectively. Please remember to read this in conjunction with any latest DfE or LA guidance"

Barbara Patilla, Chair of Governors

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Section 1: Induction for new governors

The governing body (GB) believes that in order to fulfil its responsibilities effectively, it is essential that each member is committed to a shared vision for the school and that the GB is working well as a team to achieve the school mission. To help new governors take an active role within the GB, new governors need to have an induction, a period of planned support to introduce them to their new role. This will be complemented by all new governors completing the induction provided by the Local Authority (LA).

The aims of the induction are to:

- Welcome new governors to the team and help them to get to know the school.
- Assist them to understand their role and responsibilities so they contribute fully to the GB.

To achieve the aims, the GB will ensure that the following steps are taken.

New governors will:

- ✓ Be invited to visit the school by the headteacher and be welcomed to the GB by the chair
- ✓ Have the opportunity to tour the school and meet staff and pupils
- ✓ Take part in the induction for new governors provided by the LA
- ✓ have a link to an experienced member of the GB for the first year in office

New governors will receive:

- ✓ This handbook
- ✓ The governing body code of conduct
- ✓ The curriculum responsibility list
- ✓ The Department for Education (DfE) Governors' Handbook downloadable from <https://www.gov.uk/government/publications/governance-handbook>
- ✓ The LA's governor training programme
- ✓ Details of how to contact the other governors

New governors are also recommended to read:

- ✓ The latest Ofsted report and action plan
- ✓ The latest Audit report and action plan
- ✓ Policy documents relevant to committee membership
- ✓ Information on health and safety
- ✓ The code of financial practice
- ✓ The scheme of delegation
- ✓ The whistle blowing policy
- ✓ The freedom of information act and the GB
- ✓ The statement of internal control
- ✓ The safeguarding and child protection policy

Most of these documents are available on the school website www.biglandgreen.towerhamlets.sch.uk

At Bigland Green, all governors are required to have an enhanced DBS check, which is renewed every three years (in accordance with good practice guidance).

Induction checklist for governors

All governors at Bigland Green Primary School are expected to attend school-based and LA run training on various aspects of governance. All new governors must have a school based induction as well as attending relevant training provided by the LA.

Why school based induction for governors?

The main purpose of this short induction is to provide new governors with background knowledge and information which will enable them to contribute to the discussions and debates at GB meetings and committees from the start.

Governance of schools is a collective responsibility. For governors to fulfil their responsibility as a 'critical friend' to the school, they need to support each other to discharge their responsibilities. The GB needs to help new governors settle into their roles and make sure they feel part of the team from the start of their term in office. Induction for new governors will be a team based approach between the chair of governors, the Link governor and the headteacher. The Link governor will act as the mentor to the new governors.

The Guiding Principles

New governors should not attend a full GB meeting without first having undertaken the school-based induction. LA induction for new governors should be completed at the earliest opportunity.

The check list

Task/Activity	Responsibility	Date Completed
Step 1: Essential		
Governors details loaded on MIS and provided to the Clerk	Headteacher	
New governor provided with access to governor hub	Clerk or HT	
Contact new governor and invitation to an informal meeting	Chair	
Step 2: School based induction		
Informal meeting with the Chair/HT at the school	Chair/HT	
Tour of the school	Chair/Link	
Short meeting to explain: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> type of school <input checked="" type="checkbox"/> history of the school <input checked="" type="checkbox"/> ethos and values <input checked="" type="checkbox"/> curriculum followed <input checked="" type="checkbox"/> code of conduct 	Chair/Head/Link	
List of governors and their responsibilities	Chair	
Governors' handbook given and explained	Head	
Training / induction option explained and selected	Chair/Clerk	
Step 3: Other induction		
LA induction for new governors	Clerk/Governor	

Section 2: The governing body

		Name of governor	Subject Link	SIP Link
	Parent governors	Jamila Mouden	RE; Big Thinking	Writing
		Oliur Rahman	Health & Sports	Learning for All
Local Authority	Tower Hamlets	Dennis Twomey	Mathematics	Mathematics
Co-opted	Inclusion and equality	Barbara Patilla	Safeguarding; SEND	Learning for All
	Finance and resources	David Marks	History; Geography	Mathematics
	Standards and quality	Jacqueline Kirsh	The Arts/ English	Writing
	Partnership and business	Vacant	Science	
Staff	Teacher governor	Tanzila Hussain	-	-
	Headteacher	Abdul-Hayee	-	-

Associate Member of the GB	Raja Miah	Computing	
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The GB comprises of nine governors. It has an Associate Member¹ who is invited to attend all GB meetings and contribute to the discussions. The governing body has the remit to appoint additional Associate Members for specific tasks as they see fit for an appropriate term of office.

Observers also attend by invitation.

Governing body meetings

The full governing body has one termly meeting, usually towards the end of each school term. There is a further short meeting to approve the budget in the summer term.

Governors have two main Committees: (1) Teaching and Learning, and (2) Resources. There is one planned committee meeting every term for each of the committees, and more if there is a need. All governors are members of both of the main committees and are expected to attend the meetings of these committees.

The Pay Committee and panels meet as required during the year.

The full GB and Committee meetings are on Mondays and start from 3:00 PM. The last full GB of the year is usually during a Training Day and governors are invited to lunch with all staff members.

2023 - 2024	
Committee meetings	Full GB meetings
9 October 2023	4 December 2023
5 February 2024	18 March 2024
20 May 2024	8 July 2024

2024 - 2025	
Committee meetings	Full GB meetings
7 October 2024	9 December 2024
3 February 2025	17 March 2025
19 May 2025	7 July 2025

¹ Associate Members are not governors and they are not recorded in the instrument of government

Governors' Hub

The governors' hub is the central point of information for all governors. The hub can be accessed online or via the app and allows governors to access:

- a shared calendar and document library specific to Bigland Green with dates of meetings and documentation (notice of meetings, agenda items and supporting documentations are uploaded to the hub);
- up-to-date training information with courses that are on offer;
- resources for governors, information for new governors and model policies;
- governors' news – key information and announcements relevant to governors from different sources including the DfE;
- updates from the Local Authority (Tower Hamlets), and;
- an interactive noticeboard to share key messages and communicate between governors by commenting on the notices.

Governors can confirm if they are up-to-date with KCSIE (Keeping children safe in education) requirement, and declaration of interests. The hub allows access to booking training and exporting a record of training received.

Administrators of the hub (e.g. Chair of governor, Clerk and the Headteacher) for other functions, including adding features to the hub as required.

Pen portraits of governors

Barbara Patilla

Barbara has worked in Tower Hamlets since 1980 as a secondary Science and Biology teacher. She first taught in Central Foundation School, then she became an Advisory Teacher in the ILEA (Inner London Education Authority) doing work in both Primary and Secondary schools before joining Mulberry School as a Head of Year. She retired in August 2008 and has been a governor of Bigland Green since.

David Marks

David is a skilled strategy, data and policy analyst professional with more than 15 years' experience in the Higher Education sector having worked across five universities from different mission groups. He has a strong passion to contribute to the education of children in the local community in which he lives. David brings insights that helps Bigland Green prepare pupils for the next stages in their education.

Dennis Twomey

Dennis has been involved with the school since the beginning. He has had various responsibilities within the GB. He is involved with a number of projects helping to empower individuals so that they can contribute positively to their community. He is a former leader of the LA, and has extensive experience of being involved in the public and third sector organisations.

Jacqueline Kirsh

Jacqueline has been in education for over 30 years and the last 18 years as an Executive Headteacher in Hackney where she was born. She is passionate about education and has moved schools to outstanding. She was a finalist in the National Headteacher Awards and received a Lifetime Achievement Award from Hackney in 2012. She has a particular interest in reading, music, history and history of art.

Jamila Mouden

Jamila was born, raised and educated in Tower Hamlets. She has been working as a civil servant for over 15 years. She is trained and has a particular interest in safeguarding and cultural diversity. She feels that being a parent governor is a rewarding role that will allow her to achieve the school's shared goal which is to provide high-quality education to all pupils in the school.

Oliur Rahman

Oliur lives and attended school in Tower Hamlets. He currently works in an LA as Head of employment and skills. He has two children who attends Bigland Green. He became a parent governor so that he can support the school maintain the high standards to provide a good education to all pupils.

Raja Miah

Raja works in a large primary school in the LA as an IT technician. He has particular skills in relation to computing in primary schools. He has been supporting Bigland Green with improving the IT infrastructure.

Tanzila Hussain

Tanzila represents the staff members of the school on the GB. She is a teacher with specialism in the teaching of reading to pupils who find it difficult. Tanzila has lived most of her life in Tower Hamlets. She went to primary and secondary school in the borough.

Abdul-Hayee Murshad

Abdul-Hayee has taught in Tower Hamlets for over 30 years. He is a trained Ofsted Inspector with HMI experience. He has contributed to educational policies at local and national levels, and was an advisor for the Independent Review of the Primary Curriculum. He is involved with a number of educational projects and contributes to education as an associate consultant within and beyond the LA.

Section 3: Governors role at Bigland Green

Governors are the strategic leaders of schools. They play a vital role in making sure every child gets the best possible education. The main purpose of the GB at Bigland Green is to conduct the school with a view to promote high standards of educational achievement for all pupils.

The GB at Bigland Green has three core strategic functions:

ensuring clarity of vision, ethos and strategic direction by:

- setting the vision, values, and objectives for the school
- agreeing the improvement strategy with priorities and targets
- meeting statutory duties

holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff by:

- monitoring progress towards targets
- performance managing the headteacher
- engaging with stakeholders
- contributing to school self-evaluation

overseeing the financial performance of the school and making sure its money is well spent by:

- setting the budget
- monitoring spending against the budget
- ensuring value for money is obtained
- ensuring risks to the organisation are managed
- ensuring staff are able to maintain a good work/life balance

In exercising the duties, the GB shall:

- act with integrity, objectivity and honesty and in the best interests of the school, and;
- be open about the decisions they make and the actions they take and in particular they shall be prepared to explain their decisions and actions to interested parties.

As members of the GB, individual governors agree to the following (code of conduct):

Role & Responsibilities

- We understand the purpose of the board and the role of the headteacher.
- We accept that we have no legal authority to act individually, except when the GB has given us delegated authority to do so, and therefore we will only speak on behalf of the GB when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the GB or its delegated agents. This means that we will not speak against majority decisions outside the GB meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.

- ☑ In making or responding to criticism or complaints we will follow the procedures established by the GB.
- ☑ We will actively support and challenge the headteacher.

Commitment

- ☑ We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- ☑ We will each involve ourselves actively in the work of the GB, and accept our fair share of responsibilities, including service on committees or task forces.
- ☑ We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- ☑ We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- ☑ We will visit the school, with all visits arranged in advance with the headteacher and undertaken within the framework established by the GB.
- ☑ We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- ☑ We accept that in the interests of open government, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- ☑ In the interests of transparency, we accept that information relating to governors will be collected and logged on the DfE's national database of governors.

Relationships

- ☑ We will strive to work as a team in which constructive working relationships are actively promoted.
- ☑ We will express views openly, courteously and respectfully in all our communications with other governors.
- ☑ We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- ☑ We are prepared to answer queries from other GB members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- ☑ We will seek to develop effective working relationships with the headteacher, staff and parents, the LA and other relevant agencies and the community.

Confidentiality

- ☑ We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- ☑ We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing board meeting.
- ☑ We will not reveal the details of any GB vote.

Conflicts of interest

We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests (on the governor hub), and if any such conflicted matter arises in a meeting we will

offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the school website.

We will also declare any conflict of loyalty at the start of any meeting should the situation arise. We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the GB.

Governors can read more about the role of school governors in the DfE Governors' Handbook which can be downloaded from this link <https://www.gov.uk/government/publications/governance-handbook>

Breach of this code of conduct

If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.

Should it be the chair that we believe has breached this code, another governing board member, such as the vice chair will investigate the matter.

The role of the chair of governors

As well as the areas outlined above the chair of governors should:

- ✓ develop and maintain an effective working relationship with the headteacher based on trust and mutual professional respect;
- ✓ help new governors understand the nature of their role;
- ✓ create an environment in which each governor feels of value to the GB;
- ✓ create opportunities for governors to use their talents for the benefit of the school;
- ✓ build relationships between governors and staff based on mutual trust and respect and to recognise their differing roles within the school;
- ✓ co-ordinate the work of the GB to invite debate and be receptive to ideas about the ways in which we carry out our duties;
- ✓ prepare the agenda for governors' meeting with the headteacher and the Clerk to the governors;
- ✓ chair the meetings of the full GB which involves creating an atmosphere in which each governor feels able to express their opinion;
- ✓ in cases of equality of votes, to have a casting vote;
- ✓ take urgent action and make decisions on behalf of the GB where necessary and inform governors of any decisions taken as soon as possible;
- ✓ deal with any allegations made against the headteacher in consultation with the LADO (local authority designated officer) and;
- ✓ sign written minutes of governors' meetings to confirm that they are accurate.

The role of the chair of a committee

In addition to the areas outlined in the role of governor the chair of a committee should:

- ✓ plan the meeting with the head to agree the agenda, having already consulted with other committee members and ensure everyone concerned is notified of the date, time and location;
- ✓ appoint a deputy to chair the meeting if necessary;
- ✓ distribute relevant papers to all governors and other committee members at least one week prior to the meeting;
- ✓ chair the meeting, making sure that all participants have equal opportunity to express their views and to encourage debate;
- ✓ summarise decisions made during the meeting and identify action points;

- ☑ determine the most effective channels of communication with other committees where appropriate;
- ☑ check that the minutes are an accurate report of the meeting;
- ☑ encourage those responsible for action points to report on progress;
- ☑ present a summary of the work of the committee and answer questions or seek answers to issues arising from the minutes in meetings of the full GB;
- ☑ seek support from governors at meetings of the full GB when required;
- ☑ monitor progress with the School Improvement Plan and report to the GB as required, and;
- ☑ in extreme urgency, to interact with the headteacher/chair of the governors to make decisions on behalf of the committee.

The role of the Associate Members (terms of reference)

The Associate Members are welcome to attend all GB meetings as observers. Although they have no formal voting rights, they will contribute to the discussions of all items. Their opinions and views will be taken into consideration on items specifically related to their area of expertise before governors reach a decision.

The Associate Members will contribute their skills, expertise and knowledge to the school as required.

Section 4: Committee structure

There are three committees and various panels. The committees are:

- Teaching and Learning Committee - this includes Curriculum and related projects
- Resources Committee - this includes Personnel, Finance & Premises
- Pay Committee – including the headteachers performance management and staff pay

Committee procedures

Please refer to the DfE governors' handbook² for the statutory duties and procedures. The following are some key procedural points:

- ✓ the GB must appoint committee members at the last or the first full governors' meeting of the academic year;
- ✓ all governors are members of the (a) Teaching and Learning, and (b) Resources Committee;
- ✓ other committees of the GB should consist of at least three governors;
- ✓ a person employed at the school may not become the chair of any committee of the GB;
- ✓ all decisions must be reported to the next meeting of the full GB;
- ✓ signed copies of the agenda, minutes and supporting papers should be made available at the school to people wishing to inspect them, though confidential items may be removed;
- ✓ it is the responsibility of the committee chair to liaise with the headteacher to set an agenda, which should be sent out giving at least seven clear days' notice before a meeting; if the chair decides there are matters needing urgent consideration these may be brought to the meeting;
- ✓ the regulations specifically remove the powers of the chair of a selected panel to have a second or casting vote;
- ✓ all committees are composed of a group of named governors who have decided to make a commitment to that committee;
- ✓ any governor may choose to become a named governor on any of the committees but applications have to be agreed by the full GB;
- ✓ all governors are welcome occasionally to attend any committee meeting of which they are not a member. However, those governors who are not members of that committee, although encouraged to join the debate, are not allowed to vote;
- ✓ committee chairs are encouraged to meet on an annual basis to review the effectiveness of the committee structure;
- ✓ the clerk to the governors works with the chair of the committee to produce the minutes of the meeting, send out copies of the agenda, supporting papers and minutes, maintains the signed and agreed minutes, and other statutory records, and;
- ✓ the minutes are checked by the chair of the committee and then distributed to all governors with the agenda for the next full meeting of the GB. In the interest of economy supporting papers are only sent to named governors and placed in the office file but other governors wishing to attend a meeting may request a copy.

² <https://www.gov.uk/government/publications/governance-handbook>

Section 5: Terms of reference

Terms of reference for the Teaching and Learning Committee

Membership:	(a) Membership shall consist of all the governors. (b) The committee shall have such co-opted non-voting members as the GB shall appoint. The committee may make recommendations for these appointments.
Quorum:	The quorum is any four governors.
Meetings:	The committee meets once a term.

Terms of reference

- ☑ To ask the right questions and hold the school to account for providing the best possible education to all pupils including those with specific learning needs.
- ☑ To interrogate assessment information on pupils' achievement to ensure that all pupils are making expected or more progress. To ensure that particular attention is given to ensuring that vulnerable and disadvantaged pupils make similar level of progress as others.
- ☑ To provide support and guidance for the headteacher on all matters relating to the school curriculum and statutory requirements related to the National Curriculum.
- ☑ With the headteacher and staff, annually to review the School Improvement Plan proposals regarding curriculum interests.
- ☑ To consider and to approve new curriculum documents on behalf of the GB.
- ☑ To support the headteacher and the staff in securing appropriate standards of teaching & learning.
- ☑ Along with the headteacher and the LA, to provide in-service training to assist teachers and staff in developing the knowledge and skills they need to implement the agreed curriculum.

Terms of reference for the Resources Committee

Membership	(a) Membership shall consist of all the governors. (b) The committee shall have such co-opted non-voting members as the GB shall appoint. The committee may make recommendations for these appointments.
Quorum	The quorum is any four governors.
Meetings	The committee meets once a term.

In relation to finance, the committee will:

- ☑ Exercise the powers and duties of the GB in respect of the financial administration of the school except for those items specifically reserved for the GB and those delegated to the headteacher.
- ☑ Report all decisions taken under delegated powers to the next meeting of the GB.
- ☑ Inform the LA's Internal Audit section if it suspects any irregularity affecting resources of the school or the Local Authority.
- ☑ Submit a budget, linked to the School Improvement Plan, to the GB at the start of the relevant financial year.
- ☑ Report to the GB any financial matters it considers significant.

- ☑ Have the power to authorise the write-off of debts up to £1,000 and shall maintain a complete record of all write-offs (could be delegated partly or wholly to the headteacher).
- ☑ Consider staff salaries on an annual basis or the recommendations of the pay committee.
- ☑ Submit when required to the GB the letting policy for the school. Revise letting charges as required.
- ☑ Produce directions as to when (if at all) school property may be removed from the school premises other than for school purposes.
- ☑ May authorise temporary TLR to the value of £500 to £2,500 as in the pay policy or delegate this to the headteacher.

With regards to personnel, the committee will:

- ☑ Act in accordance with the personnel policies and procedure as agreed by the GB.
- ☑ Be kept up to date about the school staffing situation at each committee meeting and approve staffing forecast, having regard to the School Improvement Plan.
- ☑ Monitor the appointment of supply teachers and temporary staff (delegated to the headteacher).
- ☑ Monitor the agreed policy for the recruitment of personnel.
- ☑ Liaise with the personnel service provider, HR Solutions, to make all the necessary arrangements for the appointment of the headteacher and the deputy headteacher.
- ☑ Select an appointment panel of at least one governor, plus the headteacher, to deal with the appointment of senior teachers.
- ☑ Be responsible for consulting with the staff and advising the GB on all matters of personnel policy.
- ☑ Liaise with the headteacher where internal promotions are concerned. In these instances, a panel of at least one governor plus the headteacher should be convened to interview candidates.

In terms of the premises, the committee will:

- ☑ Provide support and guidance for the headteacher on all matters relating to the school premises and grounds, security and health & safety.
- ☑ Once per year in January to inspect the premises and grounds and prepare a statement of priorities for maintenance and development.
- ☑ To approve the costs and arrangements for maintenance, repairs and redecoration within the budget allocation.
- ☑ To oversee the preparation and implementation of contracts.
- ☑ To ensure that the school complies with health and safety regulations.
- ☑ To ensure that governors' responsibilities are discharged regarding litter under the Environmental Protection Act 1990.

Terms of reference for the Pay Committee

Membership	(a) Membership shall consist of no fewer than three governors, one of whom will be the headteacher.
Quorum	The quorum is at least two governors.
Meetings	The committee meets at least once every year and reports back to the full GB.

Terms of reference

- ☑ Establish the policy, in consultation with the headteacher, staff and trade union representatives, and submitting it to the GB for approval. (The GB is responsible for formal approval of the policy).

- ☑ Review the policy annually, in consultation with the headteacher, staff and trade union representatives; and submit it to the GB for approval. (The GB is responsible for considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy).
- ☑ Take decisions regarding the pay of the deputy and assistant headteacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the headteacher.
- ☑ Take decisions regarding the pay of the headteacher following consideration of the recommendations of the governors responsible for the headteacher's performance review.
- ☑ Submit reports of these decisions to the GB.
- ☑ Ensure that the headteacher is informed of the outcome of the decision of the Pay committee and of the right of appeal.

The Appeals Committee of the GB is responsible for taking decisions on appeals against the decisions of the Pay committee in accordance with the terms of the appeals procedure of the policy.

Section 6: Policy for advertising, interviewing and recruitment

(This should be read in conjunction with the school's policy on safer recruitment and selection policy)

Teaching personnel

Advertising of vacant teaching posts

All permanent senior teaching posts (on leadership scale) should be advertised nationally. Where time in which an appointment can be made is limited to half a term, then the position need only be advertised locally. Posts for teachers, support staff and others not on leadership scale should be advertised locally and on the school website. The Headteacher will consult on wording of advertisement with the Chair of the Resources Committee and other senior colleagues when there is a need.

All posts should be advertised on the school's website, they may also be advertised on the DfE jobs and the LA internal vacancy list.

Recruitment procedures

- ☑ The headteacher, with the support of the chair of the resources committee, will draw up the specific job description, selection criteria and person specification for the post.
- ☑ The information sent to applicants will include a description of the school and the specific details required for the vacant post.
- ☑ All applicants will be invited to arrange a visit to the school.

Interviewing procedures

- ☑ Interviewing panels will be formed in accordance with the school's 'decision and delegation planner'.
- ☑ When short-listing, the headteacher will consult with the chair of the panel and other members of the committee as appropriate.
- ☑ The chair of the GB will be invited to be a member of the interviewing panel for internal posts and/or senior teachers.
- ☑ Prior to interview, panel members will have the opportunity to look through the short listed candidates' application forms.
- ☑ Short-listed applicants may be visited in their present post.
- ☑ Members of the interview panel will meet to agree the structure of the interview.
- ☑ Written references will normally be sought for shortlisted candidates before the interviews. However, in certain circumstances the school may hold interviews before references are received but appointments will not be finalised without the references.
- ☑ Interviewed candidates will be informed of the outcome as soon as possible after interviews have been completed.
- ☑ Verbal debriefing will be offered to unsuccessful candidates who attended the interviews.
- ☑ All applicants will be notified in writing, whether successful or unsuccessful.

Non-Teaching Personnel

Secretarial, clerical, ancillary and care-taking posts will be advertised locally and in the LA internal bulletin. The post of non-teaching staff and support staff will be short-listed and interviewed with the delegation and decision planner.

Safeguarding

Appropriate safeguarding checks will be carried out on all candidates before appointment.

Section 7: Guidance for visiting the school

Visiting the school is one of the most important activities as a governor. During a visit the governor will see the school in action, get to know the staff and the pupils and have an opportunity to show their interest and support. Staff have an opportunity to explain what they are doing or plan to do and why. At Bigland Green, governors plan their visits in advance by liaising with the headteacher or the TLR lead for their linked subjects.

Governors visit Bigland Green for various reasons which include:

- ☑ Focusing on specific curriculum areas and focusing on the priorities in the School Improvement Plan (SIP)
- ☑ Health and safety checks
- ☑ Looking at a particular aspect of the school, e.g. parental involvement
- ☑ School systems e.g. playtime, assembly, organisation, extra-curricular activities
- ☑ Sharing an experience or interest with pupils and staff
- ☑ Attending celebrations e.g. sports day, school performances or assemblies or taking part in training

Planning the visits

During the first visit, governors may want to get a 'feel' for the school. A learning walk is a good tool to use for this purpose. It is good practice to make written notes and share them with the headteacher. If necessary, governors could discuss and agree ways in which to follow up certain issues.

Governors may well have ideas from their initial visit of things which they would like to follow up further. They may want to focus on aspects related to their specific responsibilities. The headteacher or other governors may also have suggestions.

Before the visit

- ☑ Please discuss and agree the arrangements with the headteacher in advance. This can be over the telephone or by email.
- ☑ Familiarise with the school code of conduct and other essentials e.g. everyone is addressed by their first names at Bigland Green.
- ☑ Governors will find it useful to prepare by reading relevant documents e.g. SIP, school brochure, policies and codes of practice.

During the visit

- ☑ On arrival report to the school office.
- ☑ Introduce yourself to members of staff and pupils. It is a school policy that governors do not take notes during lessons as this can be intimidating.
- ☑ Every step should be taken to ensure confidentiality of staff members, pupils and their parents.
- ☑ Whilst visiting – governors are encouraged to be observant, ask questions, evaluate what they see and hear.

The headteacher would be very happy to answer any questions at the end of the visit.

After the visit

Please complete a visit form for the GB, avoiding naming individual staff or pupils. This will be a valuable source of information for all governors and an efficient way of supporting the school.

Section 8: Training for governors

Visiting the school will help broaden governors' understanding about the work of the school a great deal. However, we live in rapidly changing times and even experienced governors may require training to ensure both that they are kept up to date and are given the opportunity to widen their skills.

In many cases, the required training and development activity may be available as part of the programme offered by the LA. For others, it may be necessary to look elsewhere or even to organise this for in partnership with other schools or organisations.

The Clerk and the headteacher should be able to provide more information about the training that is made available by the LA. These training will allow governors the opportunity to meet other governors from different school and provide effective support to the school.



Governor school visit report

Part 1: to be completed before the visit

Name of governor		Date/time of visit	
Key purpose of the visit			
Links to SIP priorities			

Part 2: to be completed after the visit

Summary of activities undertaken and sources of information: (e.g. meeting staff, talking to parents, discussion with pupils, displays, pupils' work, resources, environment etc.)

Main findings the insights gained about the school from this visit – use bullet points

Questions/clarifications & ideas for future visits

Name:

Signature:

Date:

Appendix B: **Questions** governors can ask subject leads during their visits

Below are examples of some questions that governors can ask subject leads. Governors will need to use their professional judgement and choose a small number of questions that they may want to explore. To be effective, the questions need to relate to the priorities that are being addressed and/ or the challenges faced.

Achievements and attitudes

What are the broad trends in the school's achievement in your subject (if it is a core subject)?
For foundation subjects, governors could ask – What is the quality of education in your subject?

1. Compared to similar schools?
2. In relation to the national trends?
3. In relation to the national picture in terms of gender?

Where have we improved? Do we know why?

Are there differences between the achievement of different year groups, and if so, why?

How do our results in English/Mathematics/Science compare with those in other subjects?

What aspects of the subject do pupils find easy and which do they find hard?

Are there significant differences in reading and writing between?

1. Girls and boys
2. Pupils with special educational needs
3. Very able pupils
4. Pupils with English as an additional language and the others
5. The majority and any other groups, such as Pupil Premium pupils, mobile pupils?

How much progress pupils are making within the school? For example, you could look at:

1. Key Stage 1 and 2 test results
2. The work of a range of pupils — below, at and above age related expectation
3. Other evidence e.g. Special Needs

How are pupils with special educational needs integrated into the daily literacy/math/science lessons?

How is this achieved in your subject (for foundation subject)

How have Individual Education Plans (IEPs) been adapted to support children in their daily English/Mathematics/Science lessons?

How is this done in your subject? (foundation subject)

Management of the subject

- How does the SIP reference the subject and do you feed into this?
- What is your vision for the subject?
- Do you have a set of minimum expectations?
- What were the OFSTED findings about the subject?
- What are the strengths of the subject? How do you know?
- How do you keep a track of standards and progress in the subject?

- What professional development has been actioned this year?
- How is your role as a subject lead developing?
- What improvements have you made/planned for this year in the subject?
- How has the budget for this area been spent and is there a need for additional resources for any aspect of the work?
- How do you help develop other teachers' skills in teaching the subject?
- How do you know the subject promotes the ethos of the school?
- How does the teaching of this subject differ to that in other schools?
- How much additional adult support does each class have?
- Does the school offer a range of reading books catering for all abilities, curriculum subjects, cultural backgrounds and tastes, especially boys? Are pupils using the library? What links does the school have with the local library?
- How does the school use all its resources (books, materials, equipment and displays, as well as electronic media) to promote reading and writing/numeracy and science?

Communication

- How are parents kept informed of progress?
- What steps are being taken to encourage parents to support their children in reading and writing at home?
- How are you offering support to the parents of pupils who may need additional support?
- What are the challenges that you are facing? How can governors help in this respect?