



## 1. Introduction

The focus for our work as Governors at Bassingham Primary School should always be:

***“How does what we do help to improve the quality of education provided and support the achievement of all pupils?”***

New Governors will take some time to understand the complexities of the way the school operates. This guidance is designed to help this process of understanding and to provide a framework to enable all governors to discharge their responsibilities in a consistent way. In addition to this policy document all governors are also issued with the DFE Guidance “Roles of Governing Bodies and Head Teachers”

All new governors are invited to visit the school by the Head teacher in order to gain an understanding about how the school operates. In addition, each new governor will be allocated a “mentor” governor and will be offered an introductory discussion with the chair of governors about roles and responsibilities. All new governors and experienced governors are encouraged to attend or undertake relevant courses run by the Local Authority (LA) and or Minster Teaching Alliance, delivered more often these days by e-learning techniques.

## 2. The Statutory Role of the Governing Body

The governing body takes a largely strategic role in running the school. This includes setting up a framework for the school, setting its aims and objectives, setting policies and targets for achieving the objectives, reviewing progress and reviewing the strategic framework in the light of the progress.

The governing body must act as a corporate body. It must act with integrity, objectivity and honesty and in the best interests of the school. The governing body must be prepared to explain their decisions and actions.

The governing body is responsible for establishing a written performance management policy to govern the implementation of teacher appraisal.

As governors of Bassingham Primary School we have three main roles:

1. To provide a strategic view of Bassingham Primary School. This role ensures that the direction of the school is focused on developing strategies that enable all pupils to learn most effectively and achieve the highest standards. We normally do this through an involvement in establishing policies and frameworks, within which, the head teacher and staff run the school. E.g.: curriculum policies, staffing and finance, the school improvement plan.
2. To act as a ‘critical’ friend to the school. Using our collective skills, knowledge, and experience, we can support the school with advice and information in order to promote the



interests of the school and its pupils within the local community.

To ensure accountability. Within the context of the professional roles of the head teacher and staff we have a responsibility to monitor that the aims of the school are being met and to ask questions that help us to understand how the implementation of the policies are being carried out. In the end, we are accountable to parents and the wider community for the schools performance and the standards achieved.

### **3. Operational Principles and Corporate Responsibilities**

- The governing body will act at all times in a corporate way.
- Discussions with the community should reflect the corporate view of the governing body rather than an individual governor's perspective.
- Where issues are deemed to be confidential governors are required to respect this confidentiality.
- If an individual governor is approached for a comment about the school by the media they should refer the matter to the head teacher or to the chair of governors.
- Minutes of all committees and full governing body meetings will be deemed confidential within the context of the new Freedom of Information – Publication Scheme.

### **4. Code of Practice for Governors**

- Any code of practice adopted by the Governing Body should be fully discussed in the ownership of all members of the Governing Body.
- We agree that accepting office as a governor involves a serious commitment and accept our fair share of responsibility.
- We will get to know the school well; develop effective working relationships with each other, the head teacher, staff and parents; and will strive to work as a team.
- We accept that all governors have equal status (although appointed by different groups); have no authority to act individually (unless given delegated powers to do so by the full governing body); that the governing body is a corporate body.
- We will observe complete confidentiality regarding matters concerning a named individual and any other matter deemed to be confidential by the governing body.
- We will refer any person making a complaint to the complaints procedure established by the governing body as set out in the school brochure/prospectus.
- We recognise the head teacher is responsible for the day to day operational management and control of the school.
- We recognise that the role of the governing body is to take a largely strategic role including setting up a strategic framework, setting aims and objectives, setting policies and targets for achieving the objectives and monitoring and reviewing performance in pursuit of these objectives.
- We will declare any relevant business and material interests.
- We will implement an induction process for all governors and an experienced governor will act as a mentor.
- We will respect each other's views and allow all to speak within the meeting.



- We will work together for the good of the school, the pupils, staff, and the wider community. We will be mindful of our responsibility to maintain and develop the reputation and ethos of the school.

## 5. Delegation of Roles and Responsibilities

Education legislation places a great many statutory duties on governing bodies. The governing body may choose to delegate some of its functions to the head, an individual, or a sub-committee (unless they cannot legally do so). Sometimes it is necessary for the head teacher and chair of governors to decide quickly on a specific issue because of time constraints.

These are:

- Standards of pupils achievement
- The quality of teaching
- The implementation of the school's plans, including the Ofsted action plan, school improvement plan and literacy, numeracy and ICT action plans
- Curriculum matters
- The formulation and control of the Budget

In discharging our key roles of strategic management, acting as a critical friend to the school, and monitoring the impact of the schools work on standards, the governing body will use the following strategies:

- Ask questions to help clarify, what, why, how, who, when?
- Provide support for the head teacher, staff, and the school in the local community.
- Receive reports from the head teacher each term and reports from staff as appropriate.
- Receive reports from other sources e.g.: the LCC educational adviser, Aspire Trust Board
- Analyse data available through the Ofsted data dashboard, pupil tracking system etc.
- Receive reports from visits to the school by governors
- Act as a communication link between the local community and the school.