



Terms of References for sub-committees & Link Governor Responsibilities

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Overview of the role of sub – committees

1. The Local Governing Body reviews the membership of all committees and panels annually. There should be at least 3 members and no more than 8 members to each subcommittee.
2. At least two thirds should be present at each meeting.
3. There should be a minimum of one meeting per term.
4. Recommendations and proposals from committees can be put to the Local Governing Body at the next meeting.
5. Minutes of each committee meeting should be recorded (this should not be the School Leaders).
6. The Local Governing Body determines the Chair and Vice-Chair of each committee.

Administrative procedures for committees:

Action:	Possible Sources of information:	Timing:
<p>Chair prepares agenda and is responsible for passing to the clerk for distribution to committee members.</p> <p>Agenda cycle to be consulted when preparing draft to ensure all statutory items are covered.</p> <p>Copies of documents for discussion should be included.</p>	<p>Consultation with Headteacher</p> <p>Committee terms of reference</p> <p>SDP / SIP</p> <p>Minutes of previous meetings</p> <p>Minutes of Local Governing Body meetings</p> <p>Enclosures received from FGB or clerk</p>	<p>Clerk to circulate 7 days before meeting.</p>
<p>Clerk prepares draft minutes and sends them to the Chair. These should clearly record key discussion points and decisions made.</p>	<p>Meeting</p>	<p>Draft minutes sent to Chair within the 7 days.</p>
<p>Chair approves draft minutes and forwards to the clerk</p>		<p>Minutes sent to Clerk at least 10 days before FGB meeting</p>

Education Committee

Purpose:

- To regularly review all aspects of progress and achievement of the schools, and review targets agreed at the FGB, by considering:
 - Schools' development plans (agreed at FGB)
 - Schools' self-evaluation documents (agreed at FGB)
 - External advisor reports on learner outcomes
 - Pupil Progress and attainment data
- Review relevant school policies and procedures as per the policy cycle and make recommendations to the Local Governing Body

Responsibilities:

- To monitor the school assessment targets and data in line with local and national standards for the relevant Key Stages.
- To monitor progress made across the whole school in line with local and national standards
- To monitor provision for all groups identified and to evaluate their progress and achievement for example, looked after children, pupils with a premium, more able pupils showing excellence, children with special educational needs
- To ensure the school leadership has appropriate and rigorous systems in place for assessment throughout the school
- To monitor and review the information about school performance and ensure reporting to parents according to statutory requirements
- To review and monitor strategies for ensuring quality Teaching and Learning
- To review and monitor methods for Teacher and AT assessment
- Understand, develop and monitor the curriculum provision at the school
- To monitor the views of pupils on the curriculum, pupil progress and achievement and to evaluate the ways in which the school actively responds to pupil views
- To recommend targets for school improvement to the Local Governing Body
- To consider recommendations from external reviews of the school e.g. OfSTED inspection, local authority review, or consultants to agree the actions needed to address any issues identified through external review; and to evaluate regularly the implementation of any plan agreed.

Time Commitment: Termly meeting with School Leadership Team for 2 hours

Finance & HR committee

Purpose:

To assist the decision making of the Local Governing Body, by enabling more detailed consideration to the sound management of the academy's finances, staffing and resources, including proper planning, monitoring and evaluation.

Responsibilities:

The terms of reference are "subject to the requirements of the funding agreement and the articles of association".

Its financial responsibilities include:

- Monitoring and reviewing expenditure on a termly basis and to ensure compliance with the overall financial plan for the academy, and with the financial regulations of the DfE, drawing any matters of concern to the attention of the Local Governing Body
- Review the Draft Budget for the following academic year and recommend to the Local Governing Body

Its staffing responsibilities include:

- Drafting the staffing structure in consultation with the School Lead and the Finance Committee. Recommending an appropriate staffing structure to the Local Governing Body for final approval by the Board of Directors
- Be aware of procedures for staff conduct and discipline and any proceedings for staff suspension and/or dismissal (including the headteacher)
- Receive pay performance recommendations from Headteacher and review before submitting to the FGB

Time Commitment: Termly meeting with School Leadership Team for 1.5- 2hours

Link Governor for Health & Safety and Data Protection

Role:

The role of the Governor for Health & Safety and Data Protection is:

1. In support of the School Lead, is to ensure that the school has procedures for meeting all relevant health and safety legislation including undertaking risk assessments. The School Principal/Headteacher will be responsible for the day to day management of the school's health and safety policy and the communication of its requirements.
2. Monitor the procedures in place for Data Protection and review the risk register for the school

Responsibilities:

- Keep the Local Governing Body informed of issues relating to a) health and safety and b) Data Protection
- Complete a termly walkabout with the school's health and safety representative to ensure regular inspections of the school premises occur
- Ensure Health & Safety statutory checks and updates are completed
- Review outstanding actions from annual health & safety audits undertaken
- Review the school's Risk Register for Data Protection
- Ensure the termly report captures all the relevant information that needs to be reported to the Local Governing Body.
- Ensure actions agreed within the termly report are followed up and completed.
- Keep informed by reading new materials and DfE guidance or statutory information relating to health and safety matters and data protection.
- Attend training for Governors regarding Health & Safety and Data Protection for your role

Time Commitment: Termly meeting with School Leadership Team for 2 hours

Link Governor for Safeguarding, Attendance & Behaviour

The Safeguarding & Welfare Governor, in support of the Principal/Headteacher, is to ensure that the school has procedures for meeting all relevant safeguarding legislation. The School Principal/Headteacher will be responsible for the day to day implementation of the school's safeguarding policy and the communication of its requirements.

You will play an essential role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the Local Governing Body. The Local Governing Body has the responsibility to monitor the policy and, if necessary, to require additional actions.

You will ensure that other areas of welfare for pupils is monitored by scrutinising the information reported on attendance and behaviour, this includes vulnerable pupils i.e. Pupils with a premium, Pupils with SEND (Special Educational Needs and Disabilities) and Looked After Children (LAC).

Your role as Nominated Governor for Safeguarding is to:

- To ensure that the appropriate systems and procedures are in place to cover all aspects of safeguarding
- Attend 'Safeguarding Training' specific to your role.
- Visit the School Leadership Team on a termly basis to ensure that all statutory requirements are being met. This includes:
 - adequate training for the DSP, Deputy DSP and school staff
 - That staff know the procedures for safeguarding and that clear lines of accountability exist for staff regarding safeguarding at school.
 - There is a robust system for recording, storing and reviewing pupil attendance
 - There is a robust system for recording, storing and reviewing pupil behaviour
 - The school liaises with the relevant agencies for pupils who are Looked After Children and for pupils with a Child Protection Plan or Child in Need designation.
 - The school works together in a multi-agency setting to ensure the best outcomes for pupils
- View the single central record on a termly basis and ensure it is up to date and maintained in line with guidance.
- Monitor progress against any outstanding actions following the schools annual safeguarding audits with the School Lead
- Take account of how safe pupils feel when in school.
- Review and monitor the learning within the curriculum for keeping pupils safe, anti-bullying, preventing extremism and other areas of safeguarding & wellbeing.
- Monitor the strategies in place for improving attendance and review their impact
- Monitor the strategies in place for dealing with behaviour issues and their impact
- Liaise with the School Leadership Team about general child protection issues, broader safeguarding and welfare issues within the school and as such be able to provide reports to the Local Governing Body to enable adequate oversight.
- Ensure the termly report to governors includes all the relevant information and actions that the Local Governing Body should be aware of.

Time Commitment: Termly meeting with School Leadership Team for 2 hours

Link Governor for SEND

The role of the Special Educational Needs and Disabilities (SEND) Governor is to report to the Local Governing Body on the provision being made for pupils with SEND and its impact. The SEND Governor can act as the link between the SENCO and the Local Governing Body.

Role:

The role of the link governor is to:

- Understand the governing board's responsibilities under the SEND Code of Practice
- Ensure that the school is meeting the needs of pupils with SEN and disabilities in line with the SEND Code
- Meet termly with the SENCO to discuss the school's SEN provision and monitoring all aspects of this and ensure critical information is reported back to the Local Governing Body.
- Monitor the progress and attainment of pupils with SEND
- Ensure that all pupils with SEND join in with the everyday activities of the school together with the children without SEND wherever possible
- Make sure the school has a suitable and up-to-date SEN information report and policy and that this is published on the website
- Ensure that parents/guardians are informed that the school is making SEN provision and get appropriate updates and reports
- Ensure that both parents and pupils are involved in the planning and review for the SEND provision
- Ensure the school has appointed a SENCO and they have received appropriate training
- Ensure the school is making reasonable adjustments in line with the Equality Act 2010. Ensuring the school Accessibility Plan and Equalities objectives include the appropriate actions required to meet the needs of pupils with SEND.
- Making sure SEND staffing and resources are considered in any budget discussions
- Ensure that staff training and CPD includes a focus on Quality First Teaching and any specific training required for pupils with SEND
- Ensure that the SENCO is effectively raising the awareness of Teachers and AT's so they are aware of the importance of identifying SEND needs as early as possible and putting in place provision for this.
- Ensure that allocated funding for pupils with EHCP can be tracked with regards to where it is spent, why and the impact.
- Attend training on the role of the SEND governor.

Responsibilities:

The SEND Link Governor carry out their responsibilities through termly meetings which can include the following:

EVERY Term:

1. Review the pupil progress data presented at Local Governing Body meetings (and Education Committee meetings if attended) with a focus on:
 - A. The attainment of SEND pupils compared with other groups
 - B. The progress of SEND pupils over-time to compared to other groups
 - C. Where gaps are identified within data for pupils with SEND are interventions in place?
 - D. Ensuring that needs/gaps identified for SEND pupils are included within the School Development Plan
2. School Visit to meet with SENCO on a termly basis and develop and understanding of a) processes that meet the needs for SEND pupils, b) how SEND resources are being allocated and their impact (see Appendix 2)
3. Ensure the Link Governor termly report to the LGB outlines a summary of the visits including:
 - Progress on previous actions agreed
 - What is working well
 - Key Questions and/or areas for further investigation
 - Actions agreed

Time Commitment:

- Termly meeting with SENCO for 1.5 - 2hours
- Attendance at termly Education Committee – 2hours (OPTIONAL)

Total = 2 - 4 hours per term

Appendix 1 – SEN Information Report requirements

The SEND Code requires the school to produce and update a report which describes the following (Section 6.79 of the SEND Code):

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school

Appendix 2 – Areas of Focus on School Visits for SEND

TERM 1

Statutory Compliance

Is the SENCO new to the role? Does the SENCO have appropriate experience and/or qualifications?

SEND code states that where a newly appointed SENCO has not previously been the SENCO at that school, or any other relevant school, for a total period of more than 12 months, he or she must achieve the National Award for Special Educational Needs (SEN) Co-ordination within three years of appointment

What is the school's SEN policy is in place and reflects current practice and provision?

Has the school SEN Information Report is updated? Does it meet the requirements of the SEN Code?

Do SEND pupils have access to a broad and balanced curriculum? How do we ensure this? When was the school Accessibility Plan last updated? (Annual updates required - statutory). Does the plan adequately covers needs of the current SEND cohort including new pupils who joined the school?
Does the SENCO have input into the Equalities Objectives? When was it last updated? (Annual updates required - statutory). Does it include goals for pupils with SEND where appropriate?
Where relevant, are there risk assessments/Personal Emergency Evacuation Plans (PEEPs) in place for pupils with SEND?

TERM 2
Monitoring and Assessment of Pupil Progress
How does the school ensure early identification of pupils with Special Educational Needs
How does the school ensure a graduated approach to SEND delivery? i.e. Assess, Plan Do, Review (see nasen guidance)
Does each SEND pupil have individual education plan designed for their needs? Are targets for SEND pupils aspirational?
How are the individual plans put together to provide a school overview of needs?
How does the SENCO monitor and track progress of SEND pupils? How does the SENCO assess the impact of intervention programmes?
Quality of Teaching & Learning
Does the school have detailed provision mapping in place for all SEND pupils? Are the plans up to date? What is the procedure for updating them?
Does the provision mapping provides information on the cost of support for pupils with EHCP top-up funding?
How is the quality of teaching is regularly monitored to ensure pupils' needs are met for SEND pupils e.g. effective differentiation is in place
Are pupils with SEND are meaningfully involved in all aspects of school life alongside their peers? How do we know?
Are there good transition arrangements (for pupils joining & leaving the school) in place for all pupils with SEND? Are the transition arrangements tailored to the needs of individual pupils?

TERM 3
Involvement of Parents, Carers and Pupils
Does the school meet with parent/carers and pupils to discuss pupil progress, supporting strategies and responsibilities at least three times a year?
How does the school record the outcomes, action and support agreed through parent/carer discussions is kept? How is this shared with parents/carers? How is this information shared with the appropriate school staff that work with the pupil?
How is the voice of pupils with SEN and/or disabilities heard? How does their voice influences the decisions that are made about their learning and well-being?
Leadership & Management
How does the SENCO work strategically with SLT (Senior Leadership Team) and governors?
How does the SENCO demonstrates a role of leadership and professional challenge in supporting and promoting a culture of aspiration for SEND pupils across the school
How does the SENCO deploys and manage staff effectively to ensure the most efficient

use of resources to improve progress of pupils with SEND?
How is the SENCO involved with professional development of staff so that all staff so that they both improve their practice and take responsibility for removing barriers to participation and learning
Does the SENCO work effectively with external agencies across education, health and social care? How does the SENCO ensure external advice (where appropriate) is implemented?
Does the SENCO have input into the SDP? Does the SDP reflect any gaps and needs for SEND pupils? Does the SDP include any identified training needs which will improve staff knowledge and skills of SEND?

Link Governor for Pupil Premium

Background

The pupil premium is additional funding to raise the attainment of disadvantaged pupils. These are pupils in receipt of a free school meal now and/or in the last 6 years. The pupil premium funding is provided to help close the attainment gap between this disadvantaged group with those pupils who are not. Schools are free to choose the best way of using the money provided but they are accountable for showing the evidence and impact of this spending to governors, and OfSTED.

The role of the whole Local Governing Body is responsible for agreeing the allocation of funding and monitoring the impact of agreed activities. It is good practice for the Local Governing Body to appoint a named governor who will work with school and it's 'pupil premium champion' to understand the decisions about targeted provision, scrutinise data and oversee the progress and impact of spending.

Role

The role of the pupil premium governor primarily focuses on:

1. Reviewing the allocation of resources for pupils with a premium, the consequent audit trail of expenditure and monitoring the impact of spend
2. Raising the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Responsibilities:

The pupil premium Governor will ensure:

- Ensure the pupil premium policy is reviewed regularly and approved by the Local Governing Body
- Monitor that the pupil premium policy is being implemented.
- Pupil progress data for pupils with a premium is scrutinised
- Barriers to learning are identified and that the pupil premium funding is allocated to tackle these barriers
- The pupil premium expenditure is clearly identifiable
- The school has a plan for pupil premium expenditure and that this is published on the school website.
- The interventions planned have clear success criteria
- The pupil premium spend is reviewed at the end of the year and its impact can be audited.
- There is ongoing review of the interventions for pupils with a premium throughout the year to assess the impact of the interventions.
- The School Development Plan includes any concerns relating to the progress of pupils with a premium

Implementation:

The Pupil Premium Governor will carry out the responsibilities by:

A. **DATA SCRUTINY**

Focusing on the pupil premium data/information presented termly at Local Governing Body meetings (and Education Committee if attended) to monitor:

- ❖ The attainment of Pupils with a Premium compared with other groups
- ❖ The progress of Pupils with a premium over-time to compared to other groups
- ❖ Attainment of the More Able pupils with a premium compared with other More Able pupils

- ❖ Where gaps are identified within data, what are the interventions in place?
- ❖ How were these interventions chosen? Are they based on good evidence for having impact? (See Appendix D)
- ❖ How does pupil progress compare to data nationally for pupils with a premium and within the Local Authority?
- ❖ Monitoring if there are additional barriers facing pupils with a premium with regards to:
 - i. Attendance/ Persistent Absence
 - ii. Punctuality
 - iii. Behaviour including exclusions
 - iv. SEND

B. TERMLY VISITS:

Termly visits to the school to meet with Senior Leadership Team may include:

- **TERM 1 (Autumn)** - Reviewing statutory Pupil Premium expenditure reports for intended spend prior to presentation to the Local Governing Body. This is to ensure that i) the money is spent in an identifiable way, and ii) the impact of the spend can be evidenced (See Appendix A and Appendix C).
- Ensuring the school has published information on its website about pupil premium funding once the reports have been approved by the Local Governing Body (see Appendix A).
- Learning Walk to gain understanding and oversight of the a) planning for pupils with a premium, b) interventions in action, and c) impact of pupil premium expenditure. The learning walk could be related to a specific area within the School Development Plan.
- **TERM 2 (Spring)** - School Visit focusing on pupil premium, this could include:
 - a) how resources have been allocated,
 - b) better develop an understanding for identified barriers to learning for this cohort e.g. attendance, behaviour, any other additional support or resources required
 - c) take a view regarding the interventions in place and how their impact is being monitored. (See Appendix B).
- **TERM 3 (Summer)** - Meet with Senior Leaders at the end of the year to evaluate the actual expenditure of the pupil premium funding. In addition review the impact of the specific interventions undertaken and assessing the learning from this (see Appendix A and Appendix C).
- Ensuring the school has published information on its website about historical expenditure of the pupil premium funding at the end of the academic year.
- Learning Walk to gain understanding and oversight of the a) planning for pupils with a premium, b) interventions in action, and c) impact of pupil premium expenditure. The learning walk could be related to a specific area within the School Development Plan.

Time Commitment:

- Termly meeting with SLT for 1.5 - 2hours
- Attendance at termly Education Committee – 2hours

Total = 2 - 4 hours

Appendix A – DfE Requirements for Pupil Premium:

<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#pupil-premium>

For the current academic year, we recommend you publish:

- how much pupil premium funding you received for this academic year
- details of the main barriers to educational achievement that the disadvantaged children in your school face
- how you will spend your pupil premium funding to overcome these barriers and the reasons for the approach you've chosen
- how you will measure the effect of the pupil premium
- the date of the next pupil premium strategy review

For the previous academic year, we recommend you publish:

- how you spent your pupil premium funding
- the effect that the pupil premium had on pupils

Appendix B - Areas and Questions the Pupil Premium Governor can focus on during school visits:

Meet with Senior Leaders to develop a deeper understanding of the barriers that are impacting on the progress of attainment of pupils, these could include:

- Literacy or numeracy
- Behaviour for learning
- Self-esteem or confidence issues
- Home environment
- Access to basic school equipment
- Punctuality or attendance
- Social integration issues
- Lack of a positive role model at home/aspiration

Additional questions for visits:

- ❖ Discuss with Senior Leader who is responsible for inclusion to monitor attendance, punctuality and behaviour (particularly exclusions) and what actions the school is taking to address any issues?
- ❖ What is the school policy for pupils with a premium and is it being implemented? Does it require updating?
- ❖ How do Teachers know which pupils are eligible for a premium? How are teachers held accountable for the progress of pupil premium children in their class?
- ❖ If attainment and progress for pupils with a premium continues to fall behind other pupils mid-year, what is being done to address this? Are interventions monitored and updated throughout the year?
- ❖ Has the Link Governor been able to observe some of the learning interventions identified for funding? Can the impact of interventions be linked to progress of pupils?
- ❖ How does the school know if the current interventions being undertaken are having a positive impact? If the question cannot be answered, does the strategy need to be reconsidered?

- ❖ Are there any case studies of pupils that can help demonstrate the impact of interventions?
- ❖ What would you say are the main challenges in the use of the pupil premium, and how is the school working to overcome them?
- ❖ Is there anything further the governing board should be aware of that could help the school gain the maximum advantage from the pupil premium?

Appendix C - Questions Link Governor for Pupil Premium could ask about funding expenditure:

Planned Expenditure:

- Are SLT clear about current gaps within the school between pupils with a premium and those without a premium?
- What are the other barriers to learning identified for the pupil premium cohort? How is this information used in deciding how the pupil premium funding will be allocated? e.g. attendance, behaviour, Special Educational Needs (SEND), English as an Additional Language (EAL)
- How do interventions cover the needs of any gaps identified within sub-groups e.g. differences in progress by gender, EAL, ethnic background, pupils with SEND, more able pupils from a disadvantaged background?
- What is the reasoning behind each intervention for the planned spend for pupil premium funding? Is there good evidence/research to show this has an impact (See Appendix D)? If not are there clear alternate reasons why this/these intervention are supported?
- Does each intervention have a specified amount of funding? What is the success criteria for the intervention and how will the impact be measured? Who is responsible for implementing each action and when? How will interventions be monitored ?
- Are the actions new or continued? If the actions are continued is there good evidence to support this?
- How is the pupil premium funding kept separate from general school resources so it can be specifically and identifiably used?

Reviewing Expenditure:

- How confident is the school that the pupil premium grant is spent appropriately on the intended target group?
- How does the success criteria show the impact made by interventions undertaken? e.g. do measurements show a change in pupil progress, pupil attainment, pupil attendance, pupil behaviour, self-esteem.
- If there was little or no impact, what is the learning from this and how will this impact future spending?
- Where there any changes to strategies mid-year, does the report clearly identify these?

Appendix D – Resources for Pupil Premium:

The Education Endowment Foundation (EEF) has produced a toolkit comparing the effectiveness of various interventions designed to close the attainment gap between disadvantaged pupils and their peers. Schools could choose to spend their pupil premium funding on these interventions.

The toolkit gives each intervention a rating for value for money and security of evidence. It then allocates an impact rating based on the average amount of additional progress pupils make when the intervention is followed. Based on these criteria, the most successful interventions include:

- Meta-cognitive and self-regulation strategies
- Effective feedback practices
- Peer tutoring
- Early years intervention
- Mastery learning
- One-to-one tuition

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

John Dunford Top ten point plan for spending pupil premium funding:

<https://johndunfordconsulting.co.uk/2014/10/11/ten-point-plan-for-spending-the-pupil-premium-successfully/>