

The Governance Service

The Circle Model of Governance

A guide to the advantages and considerations when looking to adopt the Circle Model of Governance



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Norfolk County Council

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The Circle Model of Governance

What is the Circle Model of Governance?

The Circle Model of Governance empowers schools and academies to streamline their decision-making processes by reducing the reliance on committee meetings in favour of a more consolidated approach.

This guidance explains the practical implementation of governance without committees and suggests an annual planner designed to help governing / Trust boards to adopt the Circle Model within your governance framework.

At this stage, it is worth highlighting what effective governance looks like and reflecting on the core purposes of governors / Trustees.



Effective governance is based on six key features:

- Strategic leadership – sets and champions vision ethos and strategy.
- Accountability – drives up educational standards and financial performance.
- People – with the right skills, experience, qualities and capacity.
- Structure – that reinforce clearly defined roles and responsibilities.
- Compliance – with statutory and contractual requirements .
- Evaluation – to monitor and improve the quality and impact of governance.

The three core purposes of governance are:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the education performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Overseeing the financial performance of the organisation and making sure its money is well spent.

The Advantages of the Circle Model

The Circle Model provides many advantages for school and academy governance:

Enhanced Information Flow

In this model, every governor actively participates in all meetings, resulting in them having a more comprehensive understanding all of the school's operations. This, in turn, allows governors to have more informed discussions as all aspects of governance are brought to their attention. For example, governors will be able to directly scrutinise the link between finances and the curriculum or development plans rather than these being analysed in isolation by separate committees.

Efficiency through Effective Decision Making

Unlike the committee-based approach, where decisions are often revisited, deferred for the Full Governing Board or ratified at full board meetings, the Circle Model optimises efficiency by providing the opportunity for all governors to scrutinise and input into decisions made.

Minimised Overlaps Between Committees:

In a committee based Governing Board structure, decisions taken within one committee can often influence the work of another. Such overlaps are effectively removed under the Circle Model, as all decisions are centralised within the Full Governing Board (FGB) / Trust Board and decisions will be made by all governors / Trustees.

Prompt Decision-Making:

Using the Circle Model, decision-making can be accelerated, depending on the frequency of FGB meetings. Ideally a governing board using this model would meet between 6 to 9 times each year allowing for decisions to be made promptly and effectively. For example, governing boards that exclusively rely on committees may encounter delays in reaching crucial decisions that necessitate full board approval.

Versatility for Smaller Governing Boards:

For governing boards with smaller constitutions that encounter challenges in recruiting sufficient committee members they may find the Circle Model more supportive and appealing. In such cases, forming multiple committees may not be feasible due to the risk of committees lacking sufficient members or being unable to achieve a quorum.

Simplified Agenda Planning:

Within the Circle Model agenda preparation becomes much more simplified. As all subjects fall under the responsibility of the full governing board, there is no need to assign topics across multiple committees based on their respective terms of reference.

Clarity of Delegation:

This model streamlines all decision making and delegation within a governing board. There is no need for specific terms of reference which traditionally are aligned to delegating responsibility to individual committees. The only exception to this would be where the board would have a Pay Committee or specific panels.

As you can see, adopting the Circle Model of Governance can bring notable benefits to your governing boards decision-making processes and overall governance structure.

What are the areas to consider when looking to adopt the Circle Model of Governance?

As was highlighted in the previous section, adopting the Circle Model into school governance will offer the governing board substantial advantages. However, there will be a need to revisit how you manage the agenda.

Limited Time for In-Depth Discussions

There is a misconception that the Circle Model reduces the time available to discuss key subjects, for example finance. The key to this is preparation and the scheduling of FGB / Trust Board meetings throughout the year. In many cases boards will theme particular meetings to ensure that additional time is given for discussion, and where necessary, for decision making. Your Governance Professional will be able to support you with agenda planning under the Circle Model.

Preparation

Within the Circle Model, as with all governance meetings, it is good practice to ensure that all meeting paperwork is made available to the Governing Board / Trust Board 7 days before the meeting. This allows governors to fully read and digest the information presented for discussion and to consider questions they may have relating to the information. Governors can then post their questions onto GovernorHub ahead of the meeting to allow senior leaders to prepare their answers, thereby making meetings run more effectively and efficiently. This in turn gives governors greater knowledge and understanding of school business.

Governors' Commitment to School Visits

One of the key roles of governors is to visit the schools to monitor under their link roles. For many governors, particularly new governors, this can be quite daunting. To support this a series of example governor link role descriptions can be found on page 13 of this guidance which provides governors with a clear understanding of their monitoring role.

Providing governors with exemplar monitoring report templates and establishing a mechanism for timely submission of these reports will also help.

The Need for a Strong Chair

The role of the Chair of Governors is pivotal in driving the Circle Model forward. As well as motivating governors to fulfil their role and responsibilities, they are responsible for drafting the agendas and approving minutes. The selection of a strong Chair of Governors is essential and the vice-chair should also play a supportive role.



Extended Meeting Duration

The need for a strong Chair of Governors is particularly important when managing the times of each FGB / Trust Board meeting under the Circle Model. A limit of 2 hours for full board meetings is considered the maximum duration and many governing boards find that they can complete the business within this timescale with effective meeting management by the Chair. Chairs should work with the Governance Professional to devise annual meeting agendas that promote the key items of business. They will be able to advise Chairs on the annual schedule of business.

Task-oriented working parties can examine specific subjects in detail where required and then present recommendations to the full board, expediting the decision-making process.

Navigating the challenges and solutions inherent to the Circle Model is essential for its successful implementation within your school or academy governance framework.

Terms of reference for the Circle Model

Full Governing Board Terms of Reference

The Governing Board has a strategic role. It challenges and supports the school and is fully accountable for its decisions through collegiate decision making. It should set the aims and objectives and agree, monitor and review policies, targets and priorities.

Main duties of the Governing Board

- To agree constitutional matters*, including procedures where the Governing Board has discretion.
- To seek to fill vacancies as they arise and to appoint new governors* where it is possible for the governing board to do this, e.g. Community governors.
- To hold at least five Governing Board meetings a year*
- To appoint or remove the Chair and Vice Chair*
- To appoint or remove a Governance Professional (Governance Professional) to the Governing Board*
- To establish the committees or working party of the Governing Board and their Terms of Reference* (where a committee is required, for example a separate Pay Committee)
- To elect the Chair of any committee, or to delegate this to the committee itself
- To appoint or remove a Governance Professional (Governance Professional) to each committee or working party*
- To suspend or remove a governor*
- To decide which functions of the Governing Board will be delegated to committees, groups and individuals, and review these annually*
- To work effectively for succession planning
- To be able to make effective and timely decisions, to allow on exceptional occasions the ability for a governor to attend through the use of virtual technology such as Microsoft Teams, Zoom, Skype, FaceTime or on speaker phone where a key vote is crucial.
- To receive reports from any individual governor to whom a decision has been delegated and to consider whether any further action by the Governing Board is necessary*
- To approve the first formal budget plan of the financial year
- To keep school policies and practice under review and to make revisions where appropriate unless delegated to a committee (see policy schedule for delegation).
- Maintain a current pecuniary/ business interest register for governors.
- Provide induction and support and training for governors.
- To ensure that governors fulfil their monitoring responsibility.
- To ensure three governors have been suitably trained to undertake the Headteacher's performance management .
- To ensure that governors fulfil their responsibilities for safeguarding under section 157/175 of the Education Act including accessing relevant training.
- Monitor incidents of racism, disability discrimination and safeguarding.
- Annually agree the Published Admission Number (PAN).
- Annually agree Governors with statutory responsibilities.

* Items marked with a star cannot be delegated to a committee or individual.

Quorum

At least 50% of the number of governors in post

Core responsibilities

- To ensure that all aspects listed in each responsibility area are undertaken and reported back through minutes, clear monitoring reports and followed up where necessary through delegated actions.
- To review as necessary all policies/ documents according to the policy and document schedule.
- To make decisions that are delegated to the FGB.
- To abide by the governor protocols concerning conduct and visits to the school.

Responsibilities: School Improvement

- To ensure the School Self Evaluation (SEF) is accurate and up to date and to develop sections relevant to the need for focused governor monitoring in conjunction with the senior leaders.
- To respond as an FGB on matters relating to the preparation for, or action following, an Ofsted inspection.
- To monitor key issues of the School Improvement Plan
- To receive and, where necessary, recommend action on reports of:
 - behaviour of pupils both in lessons and around the school
 - bullying
 - views of pupils and parents

Responsibilities: Financial policy planning and monitoring

- To provide guidance and assistance to the headteacher in all matters relating to budgeting and finance, with reference to the 'Norfolk Scheme for Financing Schools'
- To review, adopt and monitor a Finance Policy.
- To review, adopt and monitor all additional financial policies, including a charging and remissions policy.
- To recommend the level of delegation to the headteacher for the day to day financial management of the school.
- To review any internal / external audit reports as to the effectiveness of the financial procedures and controls.
- To establish and maintain a three-year financial plan, taking into the account priorities of the School Improvement Plan, roll projection and signals from central government and (if applicable) the LA regarding future years' budgets, within the constraints of available information.
- To draft and propose to the governing board for adoption an annual school budget considering the priorities of the School Improvement Plan.
- To make decisions in respect of service level agreements and to consider the awarding of contracts by tender according to the stated amount within the Finance Policy.
- To ensure that enough funds are set aside for pay increments as set out in the Pay Policy and as recommended by the headteacher.

- To monitor the income and expenditure throughout the year of all delegated and devolved funds against the annual budget plan and to approve any budget virements that will from time to time be necessary in response to the evolving requirements of the school
- To monitor the impact of spending decisions upon educational achievement in school.
- To receive at least half termly budget monitoring reports from the Headteacher.
- To report back to each meeting of the Governing Board and to alert them of potential problems or significant anomalies at an early date and provide them with the information they need to perform their duties.
- To review, complete and submit the School Financial Value Standard (SFVS). To undertake any remedial action identified as part of the SFVS. To receive and act upon any issues identified by a local authority audit.
- To recommend the amount which can be spent between budget headings by the Headteacher without prior agreement of the board.
- To consider each year's School Improvement Plan (or post-Ofsted Action Plan) priorities, and to draw up an annual budget plan for reporting to the Governing Board.
- To ensure the audit of unofficial school funds (where in place).
- The Chair of Governors should ensure a financial skills matrix has been completed by those governors directly responsible with financial management and signpost training where required

Responsibilities: Premises

- To provide support and guidance for the Governing Board and the Headteacher on all matters relating to the maintenance and development of the premises and grounds, including Health and Safety.
- To ensure that an annual inspection of the premises and grounds takes place and a report is received identifying any issues.
- To inform the governing board of the report and set out a proposed order of priorities for maintenance and development, for the approval of the Governing Board.
- To arrange professional surveys and emergency work as necessary.
 - The headteacher is authorised to commit expenditure without the prior approval of the committee in any emergency where delay would result in further damage or present a risk to the health and safety of pupils or staff. In this event the Headteacher would normally be expected to consult the committee chair at the earliest opportunity.
- To create a project committee where necessary to oversee any major developments.
- To establish and keep under review an Accessibility Plan and a Premises Development Plan
- To review, adopt and monitor a Health and Safety policy.

Responsibilities: Staffing

- To ensure that the school is staffed sufficiently for the fulfilment of the school development plan and the effective operation of the school.
- To establish and oversee the operation of the school's Appraisal Policy – including the arrangements and operation of the school's appraisal procedures for the Headteacher.
- To establish a Pay Policy for all categories of staff.
- To be responsible for the administration and review of the Pay Policy.
- To ensure that staffing procedures (including recruitment procedures) follow equalities legislation.
- To annually review procedures for dealing with staff discipline and grievances and make recommendations to the Governing Board for approval.
- To monitor approved procedures for staff discipline and grievance and ensure that staff are kept informed of these.
- To recommend to the governing board staff selection procedures, ensuring that they conform with safer recruitment practice and the requirements of 'Keeping Children Safe in Education', and to review these procedures as necessary.
- In consultation with staff, to oversee any process leading to staff reductions.
- To establish the annual and longer-term salary budgets and other costs relating to personnel, e.g. training.

Responsibilities: Safeguarding in line with 'Keeping Children Safe in Education'.

To monitor and review all requirements under Safeguarding to ensure that the FGB complies with their duties under legislation. To do this, they must ensure that:

- policies, procedures and training in their schools or colleges are always effective and comply with the law.
- they have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements.
- appropriate policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare including an effective child protection policy that is updated at least annually and is compliant with national and local guidance.
- appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, are in place to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risk of them going missing in future.
- a proportionate risk-based approach is in place to the level of safeguarding information that is provided to temporary staff and volunteers.
- policies and procedures, adopted by governing bodies and proprietors, and particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated in line with local guidance.
- all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- all governors and trustees should receive appropriate safeguarding and child protection training at induction. This training should be updated regularly.
- that children are taught about safeguarding, including online safety.
- recruitment and selection policies and procedures prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- there are procedures in place to manage concerns/allegations, against staff (including volunteers) that might indicate they would pose a risk of harm to children.
- To receive regular reports on Safeguarding and act where necessary to address any issues.

Other committees are established for areas of specific need e.g. Headteacher's Performance Management Panel, Pay Committee, panels for exclusion, discipline, complaints etc. These are formed as the need is required for specific instances.

Date agreed by the Governing Board:	
Signature of Chair of Governors:	

Link Governor Terms of Reference

To ensure that the duties of the Governing Board are covered under the Circle Model, the following designated Link Governor roles should be appointed. Some of these roles can be linked and undertaken by the same governor:

- Finance
- Safeguarding and Children in Care
- SEND
- Attendance (can be linked with Safeguarding)
- Health and Safety and premises
- Pupil Premium and Sports Premium
- Attainment and Progress
- Governor CPD
- Website Compliance
- Religious Education / Christian Distinctiveness
- Early Years Foundation Stage
- GDPR
- Stakeholder engagement
- Staff wellbeing
- Curriculum areas e.g. Writing, Reading, Maths and Phonics

The link role descriptions on the following pages set out the broader aims of each role and gives an indication of the requirements of the role, but is not an exhaustive list of responsibilities.

Governor Role Description – Finance

Governor name:	
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My finance responsibilities are:

- To ensure that the School(s) Finance policy and all its' appendices are reviewed annually, and that the relevant processes are followed, with clear FGB minutes where financial decisions are required.
- To ensure that the Business Continuity Plan is reviewed annually, and appropriate insurance is in place.
- To understand the budget demands of the School Improvement and Development Plan ensuring these are identified by the Headteacher and championing the SIDP as the driver for budget decisions at finance meetings and discussions.
- To attend the Budget setting meeting and any budget revisions to be able to explain key changes to fellow governors.
- To review the Budget Control Reports using the completed Monthly Monitoring Report supplied by the school, using this to query and challenge, where necessary, any budget lines that are over or underspent.
- To undertake regular Finance training as required under the Norfolk LA RAG rating scheme.
- To review and discuss, with the Headteacher, any implications of changes in grant funding or direct school funding to report back to the Full Governing Board.
- To understand the requirements of the School Financial Value Standard and meet with the Headteacher and Finance staff to complete this document and use my monitoring role to ensure that any required actions are followed up.
- To attend any briefings from the Local Authority or relevant body on changes to the way schools are financed and report back to fellow governors.
- To work with fellow governors who have responsibility for external grant funding such as PE and Sport Premium, Pupil Premium and SEND, enabling a collective approach to making sure such funding streams are clearly identified within the budget through transaction reporting.
- Using knowledge and understanding to robustly discuss the school's budget position at Full Governing Board meetings.
- Be aware of the Asset register and make sure it is complete and kept up to date
- Be aware of the staffing structure of the school(s) and its impact on the school's projected budget
- Be aware of the National Funding Formula
- Be aware of pupil number forecasts

Monitoring expectations:

- Monitor monthly BCR
- Ensure all finance and related policies and procedures are in place, contain relevant spending limits and are reviewed as necessary
- Ensure benchmarking is carried out to ensure value for money
- Provide a termly report to the FGB in support of the budget revision
- Review and update the SFVS annually
- Ensure that voluntary funds are audited, and actions completed annually

As Designated Governor for this role I will ensure that I keep up to date with changes in relevant legislation through training and the use of Governance updates.

All work undertaken in my role will be reported to all governors via the Governor Monitoring form and I will follow up actions that arise, appropriately to my role.

Name:	
Signed:	
Dated:	

Governor Role Description – Safeguarding and Children in Care

Governor name:	
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My safeguarding responsibilities are:

- Access appropriate training and guidance to fulfil the role
- Understand the law regarding safeguarding and keeping children safe
- Ensure safeguarding induction training is provided for all staff and governors, including for those who start mid-year, and that it covers the Safeguarding (incorporating Child Protection) Policy, the Staff (or Governors) Code of Conduct and the role of the DSL. (See Whole school Safeguarding Training and Induction record)
- Ensure that the safeguarding and child protection policy is updated at least annually and is compliant with national guidance and reflects local arrangements for referral.
- Ensuring at least one member of any appointment panel has safer recruitment training
- To be assured that Designated Safeguarding Lead's and their deputies have the appropriate job descriptions and training to carry out their roles
- To explain all safeguarding responsibilities to fellow governors and through the Governor with responsibility for training, ensure that governors have received the appropriate training in line with local guidance
- Ensure that the procedures in place to handle allegations against teachers, the headteacher, volunteers and other staff members, which includes referring allegations to the LADO are used appropriately.
- Ensure the school has policies and procedures in place to fulfil its obligations within the Prevent Duty and to safeguard pupils against radicalisation
- To keep up to date with policy changes and national and local safeguarding arrangements and ensure that relevant information is shared with fellow governors
- Using knowledge and understanding to robustly explain safeguarding practices at the school during Ofsted inspections
- To have an overview of perceptions of safety within the school by different groups (pupils, volunteers, staff) by regularly incorporating this during governor monitoring. Ensuring that any learning identified is implemented in practice by leaders
- Be aware of how the school ensures children are safely accessing the internet
- Be aware of how the school deals with school attendance, Children Missing Education and ensures that they intervene in a timely way when pupils are persistently absent and/or missing from school.
- To challenge, as necessary, the Headteacher's or schools view on Safeguarding practice

Looked After Children and previously looked after children responsibilities:

- To be assured that a designated teacher is appointed and has undertaken the appropriate training
- To be aware of the progress of this group of children within the context of all pupils nationally and disadvantaged children nationally

Monitoring expectations:

- Meet with the DSLs at a dedicated time to discuss, develop and establish their safeguarding roles and responsibilities.
- Meet for monitoring visits with the safeguarding leads to monitor school procedures and ensure these are reflected in everyday practice and ensure that the school policy for safeguarding is clear throughout. If any gaps are found, bring these to the immediate attention of the Headteacher. These meetings should follow a standardised agenda and minutes should be made that evidence the monitoring activity and the impact of any actions undertaken.
- Work collaboratively to monitor and evaluate school practice using documents such as the safeguarding self-review tool, compliance checklist and the production of a safeguarding report for the full governing body. Reporting back to the FGB with the outcomes and actions that may be needed
- Review safeguarding and related policies
- Ensure the school website contains the necessary Safeguarding information
- To undertake the Governor Toolkit 'Audit Tool Improving Outcomes for Looked After Children
- To review the annual report from the designated teacher and ensure that any issues this raises have been acted upon
- Carrying out the Safeguarding Compliance Checklist and As part of my monitoring role, to work with the Headteacher and DSL's to review the NCC school self-evaluation for safeguarding, ensuring any actions are logged and completed
- To ensure the Single Central Record is kept up to date by reviewing, at least termly, using the SCR Monitoring form.
- Ensure that any recommendations made from external or internal reviews of safeguarding practice are implemented effectively.

As Designated Governor for this role I will ensure that I keep up to date with changes in relevant legislation through training and the use of Governance updates.

All work undertaken in my role will be reported to all governors via the Governor Monitoring form and I will follow up actions that arise, appropriately to my role.

Name:	
Signed:	
Dated:	

Governor Role Description – SEND

Governor name:	
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My SEND responsibilities are:

- To ensure that all statutory documents are in place – the school SEND Information report which is updated annually and complies with current legislation, ensuring links with the Norfolk Local Offer that make clear what support there is both in school and within the local area.
- To ensure that there is a qualified teacher as SENDCo with the relevant qualification within at least 3 years of taking up the post.
- To know how the school identifies pupils with SEND.
- To know how many pupils in the school have SEND and how many have an EHC plan.
- To know what the SEN Notional budget is for the school and then understand how money is allocated for SEND and how it is spent.
- To know what mechanisms are in place for involving parents and the effectiveness of this.
- To be aware of the progress of this group of children within the context of all pupils both within the school / Federation and nationally and children with SEND nationally.
- As part of the monitoring role, to liaise with the SENDCo for the completion of the SEND report to governors annually.
- Using knowledge and understanding to robustly discuss the school's provision for SEND pupils during Ofsted inspections.
- To ensure that reasonable adjustments are made for disabled pupils, and these are considered within all appropriate policies, including any for behaviour.
- To monitor the attendance rates for pupils with SEND.
- To know what training staff have had on SEND.
- To monitor the time that is allocated to the SENDCo to fulfil their role.
- Meet the SENDCo on a termly basis to monitor:
 - All aspects of SEND provision
 - That the school makes good use of its SEND budget and resources
 - The progress of pupils with SEND

Monitoring expectations:

- Review the following policies:
 - Accessibility plan
 - Special educational needs and disability
 - Supporting pupils with medical conditions
- Report to the governing board on your findings on a termly basis.

As Designated Governor for this role I will ensure that I keep up to date with changes in relevant legislation through training and the use of Governance updates.

All work undertaken in my role will be reported to all governors via the Governor Monitoring form and I will follow up actions that arise, appropriately to my role.

Name:	
Signed:	
Dated:	

Governor Role Description – Attendance

Governor name:	
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My attendance responsibilities are:

- To ensure that a whole school policy for Attendance is in place and reviewed annually, and that this includes strategies to address lateness, and the criteria for authorising absence and that this is made known to parents. Ensure the required resources are available to fully implement the policy
- Ensure that the importance and value of good attendance is promoted to pupils and their parents
- Ensure that the Regulations and other relevant legislation are complied with
- Ensure that attendance data is reported to the Local Authority or Department for Education as required and on time
- To know the school systems for promoting good attendance (the incentives to improve attendance if appropriate) and punctuality and feedback on initiatives to the FGB
- To know how persistent absence is monitored and addressed ensuring, through monitoring, that systems are in place
- Monitor the school's attendance and related issues through termly reporting at Governors' meetings, to then question attendance and absence statistics, challenging where improvements are not seen
- Agree school attendance targets and submit these to the Local Authority within the agreed timescale each year and where appropriate link these to the Performance Management of Senior Leadership within the school
- Ensure that there is a named senior manager to lead on attendance
- Ensure that the school has clear systems to report, record and monitor the attendance of all pupils, including those who are educated off-site
- Ensure that there are procedures for collecting and analysing attendance data frequently to identify causes and patterns of absence
- Ensure that data is understood and used to devise solutions and to evaluate the effectiveness of intervention.
- Through discussion with fellow governors to be aware of the attendance of different groups of children within the context of all pupils both within the school and nationally
- Using knowledge and understanding to robustly discuss the school's Attendance policy and practice during Ofsted inspections

Monitoring expectations:

- Meet with the lead for attendance
- To monitor procedures for measuring and recording data, including exclusion data (internal, Fixed Term and Permanent)
- Monitor the movement of pupils to and from the school
- Review policies and information sent to parents regarding attendance

Statutory Policies:

- Attendance Policy
- School exclusion

As Designated Governor for this role I will ensure that I keep up to date with changes in relevant legislation through training and the use of Governance updates.

All work undertaken in my role will be reported to all governors via the Governor Monitoring form and I will follow up actions that arise, appropriately to my role.

Name:	
Signed:	
Dated:	

Governor Role Description – Health and Safety and Premises

Governor name:	
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My H&S responsibilities are:

- Be aware of what makes a safe and healthy environment
- Be aware of the school's policies and procedures
- Be familiar with risk management
- Understand the various staff training that is required
- Be familiar with school procedures for First Aid and supporting children with medical conditions
- Be familiar with the management of contractors
- Be familiar of the requirements of management of asbestos
- Be aware of the condition of the premises and of any building work is undertaken on site
- Be aware of the school accessibility plan

Monitoring expectations:

- To ensure that both the Health and Safety policy, procedures and the Critical Incident (Red book) are reviewed annually and implemented within the school
- To meet with the school Health and Safety representative to assure myself that termly inspections are undertaken, and remedial actions rectified
- Review the risk management to ensure it is proportionate
- Review accident procedures and paperwork and that the reporting procedures are followed
- Ensure staff have attended all relevant training to be competent in their roles
- Ensure clear procedures are created that assess the risks from hazards and produce safe systems of work
- To assist in monitoring key documentation, particularly training logs and reviews of risk assessments, including Educational Visits, to be able to be confident in the compliance of the school/Federation when reporting back to the Full Governing Board
- To annually complete/ review the Health and Safety Management System for School Governors (P611b) and follow up any requirements from the action plan
- Monitor Educational Visit risk assessments
- To ensure that regular reports on Health and Safety matters (at least termly) are received by the FGB, for example, such as accident and absence statistics, the results of any Health and Safety audit, and followed up through governor monitoring.
- Review the BMP for value for money and effectiveness

Statutory Policies:

- Health and Safety policy – annually reviewed
- First Aid in schools – recommended annually
- Premises management documents – recommended annually

As Designated Governor for this role I will ensure that I keep up to date with changes in relevant legislation through training and the use of Governance updates.

All work undertaken in my role will be reported to all governors via the Governor Monitoring form and I will follow up actions that arise, appropriately to my role.

Name:	
Signed:	
Dated:	

Governor Role Description – Pupil Premium and Sports Premium

Governor name:	
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My Pupil Premium and Sports Premium responsibilities are:

Pupil Premium

- To know how many pupils are eligible for Pupil Premium, how much money the school receives and to champion their support through regular monitoring
- To meet with the staff member responsible for developing, maintaining and reviewing the Pupil Premium plan, at least termly, in order to have an overview of the impact of the plan
- Challenge the allocation of the Pupil Premium Grant if there is no clear audit trail evidencing appropriate use of resources
- To ask questions to ascertain that the planned actions are taking place particularly focussing on what specific outcomes the school/Federation aims to achieve with PP funding in relation to raising attainment, accelerating progress, improving attendance, reducing gaps and increasing opportunities.
- To be aware of the progress of this group of children within the context of all pupils both within the school / Federation and nationally and children with Pupil Premium funding nationally.

Sports Premium

- To know how much money is allocated to the school / Federation
- To understand the specific purposes for which this funding may be used
- Through monitoring visits, be able to report back on the use of funding and the impact it is having
- To meet with the member of staff responsible for developing, maintaining and reviewing the Sports Premium funding plan, at least termly, in order to ensure that planned actions are happening, and to understand and report back where change may be needed
- Challenge the allocation of the Sports Premium grant if there is no clear audit trail evidencing appropriate use of resources

Pupil Premium Funding / Sports Premium Funding

- To review and discuss, with the headteacher, any implications of changes in grant funding or direct school funding in order to report back to the Full Governing Board
- To attend any briefings from the Local Authority or relevant body on changes to the way schools are financed

- To work with the Finance governor regarding the responsibility for external grant funding such as Sport Premium, Pupil Premium and SEND, enabling a collective approach to making sure such funding streams are clearly identified within the budget through transaction reporting.
- To ensure the school/Federation fulfils its statutory obligations to report the use of this funding through discussion and reporting back at Full Governing Board meetings
- To use my knowledge and understanding to robustly discuss the school's use of external funding with Ofsted and other external agencies

As Designated Governor for this role I will ensure that I keep up to date with changes in relevant legislation through training and the use of Governance updates.

All work undertaken in my role will be reported to all governors via the Governor Monitoring form and I will follow up actions that arise, appropriately to my role.

Name:	
Signed:	
Dated:	

Governor Role Description – Data Analysis

Governor name:	
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My data analysis responsibilities are:

- Interpreting the school’s attainment, pupil progress and attendance data
- Comparing the school’s performance data with national data and data for similar schools
- Challenging, when necessary, the data analysis of the headteacher, or a teacher with delegated management responsibilities, at termly meetings
- Working with the headteacher at termly meetings to analyse the school’s projected improvement in the next year’s data
- Explaining all data matters, including both past and future projections, to fellow governors
- Challenging, when necessary, the data analysis of the headteacher at governing board meetings
- Helping fellow governors make links between data from the headteacher’s assessment of the quality of teaching and its impact on school performance
- Advising governors involved in the performance management of the headteacher on the relevant data
- Using knowledge and understanding to robustly defend the school’s data record during Ofsted inspections

As Designated Governor for this role I will ensure that I keep up to date with changes in relevant legislation through training and the use of Governance updates.

All work undertaken in my role will be reported to all governors via the Governor Monitoring form and I will follow up actions that arise, appropriately to my role.

Name:	
Signed:	
Dated:	

Governor Role Description – Governor CPD

Governor name:	
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My governor CPD responsibilities are:

- To assist in planning of development activities for governors in accordance with the School Improvement and Development Plan (SIDP) and any Governor Self review or action plan
- To ensure that new governors receive the school Induction pack and copy of the Governor Toolkit and know how to access the training they require, including the induction course for governors.
- To ensure that decisions are made with regard to the purchase of support services that allow governors to undertake their roles with appropriate access to support governor development.
- In conjunction with the Chair, analyse the training needs from the annual skills audit and liaise with the Governance Professional to book appropriate training for the board as a whole, and support fellow governors to access their identified training needs
- To remind fellow governors to log their training on GovernorHub and to provide a brief report on the impact of their training via a Governor monitoring report
- Using knowledge and understanding to robustly discuss the need for, and the impact of, any training at Full Governing Board meetings

As Designated Governor for this role I will ensure that I keep up to date with changes in relevant legislation through training and the use of Governance updates.

All work undertaken in my role will be reported to all governors via the Governor Monitoring form and I will follow up actions that arise, appropriately to my role.

Name:	
Signed:	
Dated:	

Governor Role Description – Website Compliance

Governor name:	
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My website compliance responsibilities are:

- To use the most current DfE criteria 'What schools must publish online' to keep a clear record of the position of the school/ Federation website to ensure full compliance.
- Liaise with the Headteacher or member of staff responsible for the website to ensure the website is compliant and where it is not, bring this to their attention and initiate any changes required
- Keep an oversight of the website, knowing what aspects are due for updating and inform the appropriate responsible person in a timely manner.
- Using the Governance Toolkit website audit tool, review the website at least termly to ensure ease of accessing information, accuracy, and to take account of changes in legislation
- Working with the Governance Professional ensure that where relevant all governance information is available and accurate.

As Designated Governor for this role I will ensure that I keep up to date with changes in relevant legislation through training and the use of Governance updates.

All work undertaken in my role will be reported to all governors via the Governor Monitoring form and I will follow up actions that arise, appropriately to my role.

Name:	
Signed:	
Dated:	

Governor Role – Religious Education / Christian Distinctiveness

Governor name:	
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My RE / Christian distinctiveness responsibilities are:

Note: governors and headteachers in all state schools must ensure that provision is made for RE for all pupils, unless they are withdrawn by their parents. Guidance can be found at [Religious education in local-authority-maintained schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

- To ensure that RE is provided as part of the school’s basic curriculum, following the locally agreed syllabus and as part of a broad and balanced curriculum.
- To ensure the RE curriculum is promoting children’s spiritual, moral, social and cultural development and contributes to the school’s duty to promote community cohesion and high standards of achievement.
- Working with the headteacher, ensure all pupils are making progress in achieving the learning objectives of the RE curriculum.
- Working with the headteacher check that those teaching RE are exploring new pedagogies and technology that can be fully utilised to support RE learning objectives and promote community cohesion.
- To ensure clear information is provided for parents on the RE curriculum and the right to withdraw.
- With the headteacher ensure that RE is resourced, staffed and timetabled so that the school is fulfilling its legal obligations on RE and pupils are making good progress.
- To ensure an annual report is shared with parents or carers giving brief particulars of progress and achievements in all subjects including RE.
- In a church school, ensure that there is a SIAMS SEF in place.
- In a church school, monitor Collective Worship delivery on a termly basis and report findings to the governing board.

As Designated Governor for this role I will ensure that I keep up to date with changes in relevant legislation through training and the use of Governance updates.

All work undertaken in my role will be reported to all governors via the Governor Monitoring form and I will follow up actions that arise, appropriately to my role.

Name:	
Signed:	
Dated:	

Governor Role Description – Early Years Foundation Stage (EYFS)

Governor name:	
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My EYFS responsibilities are:

- To be knowledgeable about the school’s EYFS provision and the impact of this, including how funding, equipment and personnel resources are deployed.
- To be clear about the policies and procedures in place covering learning and development, safeguarding and welfare (schools are not required to have separate policies to cover EYFS requirements where they are already met through an existing policy).
- Working with the headteacher ensure that the EYFS provision is an integral part of the school development plan, taking account of any enhancements to the outside environment that maybe needed.
- To ensure the EYFS provision in school cover the seven areas of learning and the associated strands.
- To be assured that a process is in place for measuring progress and formal assessment
- Working with the headteacher ensure that arrangements for reporting to parents/carers is in place and to ensure parents/carers are fully involved in their child’s development and learning.
- To ensure good transition arrangements are in place and that children are prepared for the move to year1.
- To establish that all children eligible for EYFS funding for inclusion have been identifies and applications submitted.
- To ensure the school is following the statutory framework for Early Years Foundation Stage (EYFS) for the learning development and welfare of children up to 5 years old.

As Designated Governor for this role I will ensure that I keep up to date with changes in relevant legislation through training and the use of Governance updates.

All work undertaken in my role will be reported to all governors via the Governor Monitoring form and I will follow up actions that arise, appropriately to my role.

Name:	
Signed:	
Dated:	

Governor Role Description – GDPR

Governor name:	
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My GDPR responsibilities are:

Note: responsibility and accountability for compliance with data protection legislation sits with the Governing Board.

- To ensure the school's Data Protection Officer (DPO) is raising awareness of GDPR requirements in school, regularly.
- Working with the headteacher ensure the promotion of a data protection culture in school.
- Working with the headteacher ensure that the school can demonstrate compliance with GDPR by documenting all assets containing personal data and ensuring they are being appropriately managed and are secure.
- Ensure that data processing audits are regularly completed which confirms personal data being held and why it is being processed.
- To ensure a record of breaches is kept and that there is a robust procedure in place in the event of a breach being made and that all staff are aware of this process.
- Working with the headteacher complete a termly GDPR monitoring walk, using the Governor Checklist found in the Governance Toolkit.
- With the headteacher ensure the DfE checklist for annual review of the School Records and Safe Data Destruction has been completed and is shared with the FGB.
- To ensure the data protection policies are reviewed annually and ratified by the FGB including ICT security and accessible use.

As Designated Governor for this role I will ensure that I keep up to date with changes in relevant legislation through training and the use of Governance updates.

All work undertaken in my role will be reported to all governors via the Governor Monitoring form and I will follow up actions that arise, appropriately to my role.

Name:	
Signed:	
Dated:	

Governor Role Description – Stakeholder engagement

Governor name:	
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My stakeholder engagement responsibilities are:

- Working with the headteacher ensure the school maintains a welcoming reception area with a range of information, displays and resources that are suitable for children, young people and families.
- To ensure school is regularly using a range of consultation techniques with parents/carers to listen to and obtain their views on a wide range of topics. That views are taken account of and feedback given.
- To ensure the FGB conduct short consultations with parents/carers to gain their views on a variety of themes, eg at parent’s evening, in the playground or at school events.
- To ensure the school demonstrates that it is aware of the different needs of specific groups of parents, single parents, fathers, parents with specific needs, parents from ethnic minority groups and working parents.
- To be clear that a member of senior leadership team has a specific responsibility for parent/carers partnership work.
- Working with the headteacher, to ensure parents/carers looking for a school place are offered opportunities to visit the school with their children at convenient times.
- To ensure that parents/carers physical and emotional needs are met when engaging with the school.
- To ensure school uses a wide variety of methods to engage with the school community, eg phone, email, letters, social media, face to face meetings.
- To ensure home – school agreements are regularly referred to and reviewed with staff, all governors, pupils and parents/carers and that these promote the importance of partnerships and working together.

As Designated Governor for this role I will ensure that I keep up to date with changes in relevant legislation through training and the use of Governance updates.

All work undertaken in my role will be reported to all governors via the Governor Monitoring form and I will follow up actions that arise, appropriately to my role.

Name:	
Signed:	
Dated:	

Want more advice and support for your governing board?

Please contact us by email or telephone to discuss your requirements:

governor.services@norfolk.gov.uk

01603 303355



Need more
advice and
support?

**Let's talk. Call us
01603 303355**



Norfolk County Council