

Governors Committees 2023- 24

	Premises, Finance & Personnel Committee	Curriculum Committee	Pupil Discipline Committee Any 3	Staff Dismissal Committee Any 3	Head & Teachers Performance Management Committee	Grievance, complaints Appeals, Committee Any 3	Additional Responsibility Safeguarding, SEF, SDP (all)
Philip Hopwood Chair Co-opted 22/3/23- 22/3/27	✓	✓			✓		Health & Safety
Mike McCann Headteacher	✓	✓					
vacant Co-opted, VC	✓	✓			✓		
Alison Bettany LA, VC 26/11/21- 26/11/25	✓ [Chair]	✓			✓		CEIAG
Joanne McManus Staff 19/6/23-19/6/27	✓	✓					Understanding the World*
Joanne Birdsall Co-opted 22/3/23-22/3/27	✓	✓ [Chair]					Safeguarding / Behaviour SEND
Lorna Coy Parent 18/1/22-18/1/26	✓	✓					Training Creative*
Paula Mitchell Parent 19/6/23-19/6/27	✓	✓					Core*
Michelle England Parent 19/6/23-19/6/27	✓	✓					DPO Holistic*
Vacancy Co-opted	✓	✓					

Whole board responsibility: Safeguarding, sfvs, visits to school and residential.

Governor Link Roles	Governor
Safeguarding (statutory)	J. Birdsall
CEIAG (statutory)	A. Bettany
SEND (statutory)	J. Birdsall
Pupil Premium / 16-19 Bursary	M. England
Responsible Officer	P. Hopwood
Welfare Governor	P. Mitchell
Core Curriculum	P. Mitchell
Creative Curriculum	L. Coy
Understanding the World	J. McManus
Holistic Curriculum	M. England
Training Liaison	L. Coy
Diversity, Equality and Inclusion	J. McManus
CEIAG	A. Bettany
H&S	P. Hopwood
School Website	L. Coy
School visit coordinator- Day / Residential	L. Coy
Attendance / Behaviour	J. McManus
DPO	M. England

As set out in the Governance Handbook, all boards have three core functions:

1. Ensuring clarity of the vision, ethos and strategic direction.
2. Holding the executive leaders to account for the educational performance of the school(s) and its pupils and the effective and efficient performance management of staff.
3. Overseeing the financial performance of the school(s) and making sure that its money is well spent.

Role: The role of a parent governor is not as a spokesperson for the views of parents. They are the same as any other governor on the board, providing a 'parental viewpoint' i.e. representative parents rather than representatives of parents.

Role: The role of a staff governor is the same as any other governor, strategic leadership and holding the Headteacher to account, but also includes providing a 'staff viewpoint'. It is important for prospective staff governors to fully understand the nature of the role prior to appointment. Staff governors are not a spokesperson for the views of all staff, nor should they be held to account in relation to their staff role by the governing board.

Role: A LA governor is a representative of the local authority. The role of a LA governor is the same as any other governor, including providing a 'LA viewpoint', and they should participate in the same way as other governors. They are not required to be affiliated to a political party, although they should be aware of local issues.

Role: Co-opted governors act in the best interests of the school and wider community, but should not be required by others, such as the appointing board or community, to take a particular stance on issues discussed at board meetings.

The chair

Subject to the powers of the Secretary of State in relation to schools causing concern, the board **must** elect a chair and vice-chair from amongst themselves. The chair, with support from the vice-chair(s) and the clerk, is responsible for ensuring the effective functioning of the board and has a vital role in setting the highest of expectations for professional standards of governance. It is the chair's responsibility to give the board clear leadership and direction, keeping it focused on its core functions.

The chair and vice-chair(s) should encourage the board to work together as an effective team, building its skills, knowledge and experience. The chair should ensure that everyone is actively contributing relevant skills and experience, participating constructively in meetings, and is actively involved in the work of committees. The chair, in conjunction with the clerk, should also ensure that everyone understands the expectations placed upon them and that they receive appropriate induction, training and development. The chair should undertake an annual performance review of the clerk and should look to the clerk, as the governance professional, for advice and information to support their role.

All governors should be familiar with and understand the content of the **Self Evaluation Form (SEF)** and **School Development Plan (SDP)**. The SEF document describes where school is currently, what it needs to develop and a judgement related to the inspection handbook. Governors may wish to take an interest in one or more of the judgement areas for school and residential and report on their observations at FGB. Both the SEF and SDP are on Governor Hub.

Inspection Handbook- School	NMCS (National Minimum Care Standards)- Residential
Quality of Education	Overall experiences of children & young people
Behaviour and Attitudes	How well children & young people are helped and protected.
Personal Development	Effectiveness of Leaders and Managers
Leadership & Management	
Sixth Form	