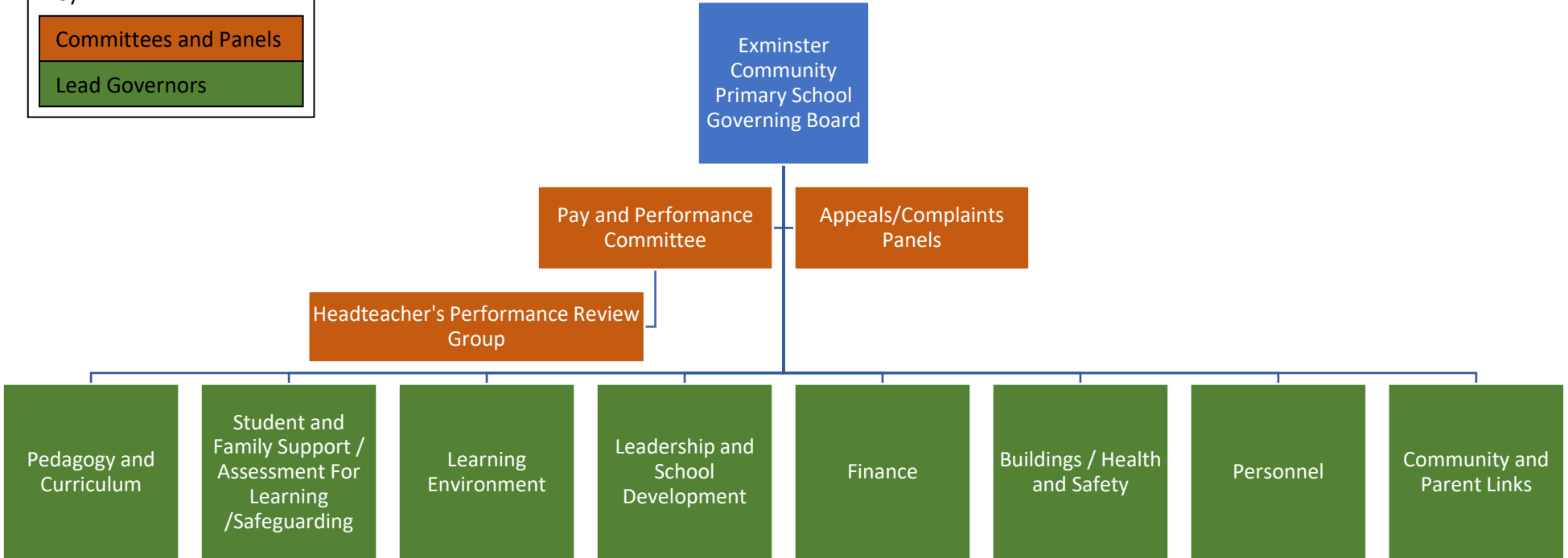
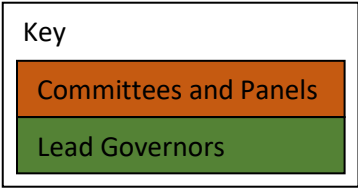


Exminster Community Primary School Governing Board Information

| Constitution | | | |
|---------------------------|----------|---|----------------|
| Category | Number | Details of Appointment | Term of Office |
| Parent | 2 | Elected by parent body | 4 years |
| Local Education Authority | 1 | Appointed by Local Education Authority based on criteria set out by the Governing Board | 4 years |
| Staff | 1 | Elected by staff | 4 years |
| Headteacher | 1 | N/A | N/A |
| Co-opted Governors | Up to 10 | Appointed by the Governing Board based on skills required | 4 years |



Exminster Community Primary School Governing Board Information

1. Lead Governor Roles

These Terms of Reference for Lead Governor Roles were adopted by the Full Governing Board on 8 December 2016 and reviewed 7 December 2017.

Key:

D = Decision can be taken by the Lead Governor and reported back to the Full Governing Board.

R = Recommendation should be made by the Lead Governor for decision of the Full Governing Board.

1.1. Curriculum and Pedagogy

Lead Governor(s): Becky Mason (Curriculum focus), Helen Fisher (Leadership focus)

The Lead Governor(s) will meet with the Edison Key Leads/SLT (and visit classrooms as necessary) at least once each term, to monitor, triangulate and report on the outcomes below, taking into account the linked OFSTED requirements. The Lead Governor(s) will prepare a written, bulleted report to be discussed with the School Development Lead Governor and to be reported to the Governing Board as required. Every point beneath must be considered at least once each year.

Policies and documents that are related to this role:

Curriculum information published on school website (statutory) (D)

Collective Worship policy (recommended) (D)

Governor Visits policy and protocol (non-statutory) (D)

Sex and relationships education policy (included in PHSE policy) (statutory) (D)

PE Grant information on website – How it is spent (D)

Good and better teaching is commonly understood (OFSTED – p42-47 Quality of Teaching, Learning and Assessment in School)

Shared practice is supported by coaching

Subject leadership has a high impact (OFSTED – p36-41 Effectiveness of Leadership and Management)

Professional Development is targeted for staff

The curriculum is coherent and relevant to context

Focussed teacher feedback is used to improve learning

Learning to Learn skills are secured across the school

High learner engagement is evident

1.2. Student and Family Support (SAFS), Assessment for Learning (AFL) and Safeguarding

Lead Governor(s): Alwyn Reeves (SAFS and Safeguarding focus), Hamish Cherrett (Safeguarding focus), Gordon Peacock (Assessment for Learning), Jonathan Wood (Assessment for Learning and Pupil Premium)

The Lead Governor(s) will meet with the Edison/SLT Key Leads (and visit classrooms as necessary) at least once each term, to monitor the outcomes below, taking into account linked OFSTED requirements. They will prepare a

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written, bulleted report to be discussed with the School Development Lead Governor and reported to the Governing Body. Every point must be considered at least once each year.

Policies and documents that are related to this role:

- Link to KS2 results on school website (statutory)
- Link to Ofsted report on school website (statutory)
- Link to DfE performance tables on website (statutory)
- Central record of recruitment and vetting (DBS) checks
- SEND Policy (statutory) (R)
- Information relating to SEND published on school website (statutory) (D)
- Equality Policy (statutory – website) (D)
- Equality Objectives (statutory - website) (D)
- Supporting Pupils with Medical Conditions Policy (statutory) (R)
- Child Protection Policy (statutory - website) (R)
- Cyberbullying Policy (statutory) (D)
- E-safety Policy (statutory) (D)
- Exclusion Policy (statutory) (D)
- Looked After Children Policy (recommended) (D)
- Attendance Policy (recommended) (D)
- Safeguarding Audit (annual review) (D)
- Pupil Premium Information on website – How it is spent and strategy for the school’s use of funding (D)

SAFS:

- The needs of all learners are met (OFSTED p51-56 Outcomes for pupils at the school)
- All staff collaborate to assess learners’ needs
- Staff are well supported in tackling learners’ challenges (OFSTED p31-41 Effectiveness of Leadership and Management)
- Learners lead their own review meetings
- External agencies are used to grow internal expertise
- The school engages with all families

AFL:

- Action for improvement is data driven
- Assessment outcomes are used collaboratively to check impact
- There is a sophisticated use of data by all teachers
- Relevant and challenging goals are set with individual learners
- Flexible strategies are used to meet learner’s needs
- Learners understand their next steps
- Pupil premium children’s needs are met and promoted and their results are monitored and triangulated

Safeguarding:

- The needs of all SEND learners are met
- The school fully complies with and fully integrates and develops its policies and practices on safeguarding and child protection

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| The school implements and monitors its Behaviour Management policy |
| The school monitors attendance, exclusions and absences and applies the appropriate policies |
| The school demonstrates equality and fairness to all its learners |
| Additional funding to assist learners is monitored and applied in the most effective manner |

1.3. Learning Environment

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|---|
| <p>Lead Governor(s): Sam Slingsby</p> <p>The Lead Governor will meet with the Edison/SLT Leads (and visit classrooms as necessary) at least once each term, to monitor the outcomes below, taking into account linked OFSTED requirements. They will prepare a written, bulleted report to discuss with the School Development Lead Governor and the Governing Body. Every point must be considered at least once each year.</p> |
| <p>Policies and documents related to this role:</p> <p>Behaviour Principles (statutory - website) (R)</p> <p>Positive Behaviour Management Policy (statutory – website) (R)</p> |
| Shared values are established across the school community (OFSTED p42-47 Quality of Teaching, Learning and Assessment in school) |
| Learners are stakeholders and decision makers (OFSTED p48-50 Personal Development, Behaviour and Welfare) |
| Positive behaviour is self-sustaining (OFSTED p36-41 Effectiveness of Leadership and Management) |
| Learners are mentored for success |
| Spaces promote learning |
| Displays support learning |
| Enrichment activities broaden horizons |
| Learner voice has high status |

1.4. Community and Parent Links

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|---|
| <p>Lead Governor(s): Hamish Cherrett</p> <p>The Lead Governor(s) will meet with the Head teacher/SLT once a term, or as needed, to monitor the outcomes below, taking into account linked OFSTED requirements. They will prepare a written, bulleted report to discuss with and will discuss with the Leadership Lead Governor and the Governing Body. Every point must be considered at least once each year.</p> |
| <p>Policies and documents related to this role:</p> <p>Complaints Procedure (statutory - website) (D)</p> <p>Data Protection Policy (statutory) (D)</p> <p>Freedom of information publication scheme (statutory) (D)</p> <p>Privacy Notice (statutory) (D)</p> <p>Statement of the school's Vision and Values published on school website (statutory)</p> <p>Home School Agreement (non-statutory) (D)</p> |

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Governing Board Information

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| The school continues to comply with appropriate legislation in providing information to parents and the wider community (OFSTED p36-41 Effectiveness of Leadership and Management) |
| The school has an effective plan to review and improve the efficacy of its communication |
| All complaints and grievance procedures and processes are reviewed, appropriate and interrogated |
| Staff and Governors are exemplars in promoting good relationships and communication |
| Strategically review the monitoring of all Home-School agreements |
| The school networks with other schools to inform and enhance opportunities for learners and staff |

1.5. Finance

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| <p>Lead Governor(s): John Collins and Stephen McDonald</p> <p>The Lead Governor will meet with the Head teacher/SLT at least once each term, to monitor the outcomes below, taking into account linked OFSTED requirements. They will prepare a written, bulleted report to discuss with the School Development Lead Governor and Governing Body. Every point must be considered at least once each year.</p> |
| <p>Policies and documents related to this role:</p> <p>Charging and Remissions (statutory - website) (D)</p> <p>Governor Allowances/Expenses (statutory) (D)</p> <p>Finance Policy (statutory) (R)</p> <p>Schools Financial Value Statement (statutory) (R) – Includes reference to the Business Continuity Plan and Emergency Management Plan</p> <p>Lettings policy (statutory) (D)</p> |
| Scrutinise all factors in relation to the anticipated income and expenditure of the school (OFSTED p40-51 Effectiveness of Leadership and Management) |
| Review and agree formal budget plans and recommend to the Governing Board |
| Monitor budgets at least termly to challenge variances and report to the Governing Board |
| Ensure Governors understand and are knowledgeable of the SFVS and ensure the yearly return is completed |
| Monitor statistics, performance indicators and direct action where appropriate |
| To discuss strategic financial expenditure with the School development Lead Governor, to achieve budgeted and appropriate direction of resources |

1.6. Personnel

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|---|
| <p>Lead Governor(s): Richard Vain</p> <p>The Lead Governor will meet with the Head teacher/SLT once a term, or as needed, to monitor the outcomes below, taking into account linked OFSTED requirements. They will prepare a written, bulleted report to discuss with and will discuss with the Leadership Lead Governor and the Governing Body. Every point must be considered at least once each year.</p> |
| <p>Policies and documents that are associated with this role:</p> <p>Contract of employment for each member of staff</p> <p>Redundancy and Selection Criteria policy (statutory) (D)</p> |

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| Staff Capability policy (statutory) (D) |
| Staff Discipline policy (statutory) (D) |
| Staff Grievance policy (statutory) (D) |
| Staff Leave and Absence policy (statutory) (D) |
| Managing Staff Sickness Absence policy (statutory) (D) |
| Shared Parental Leave policy (statutory) (D) |
| Teachers' Appraisal policy (statutory) (D) |
| Teachers' Pay policy (statutory) (R) |
| Whistleblowing policy (statutory) (D) |
| With the Headteacher, strategically review the current and likely future staffing structure (OFSTED p36-41 Effectiveness of Leadership and Management) |
| Review policies and practice with required Human Resources and legislative processes |
| Ensure that strategic pay and performance management is consistent with school development and learners' outcomes |
| Provide challenge and support to SLT in staff appraisal, management and support |
| Ensure Governors are updated and trained for any committee and support roles |
| Advise Finance and Leadership Lead Governor(s) of strategic impact on staff changes |

1.7. Buildings, Health and Safety

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|---|
| Lead Governor(s): Paul Frazer |
| The Lead Governor will meet with the Head teacher/SLT once a term, or as needed, to monitor the outcomes below, taking into account linked OFSTED requirements. They will prepare a written, bulleted report to the Governing Body and will discuss required strategic resources with the Finances Lead Governor. Every point must be considered at least once each year. |
| Policies and documents related to this role: |
| Accessibility Plan (statutory) |
| Asset Management Plan |
| Health and Safety Policy (statutory) (D) |
| The school is safe, accessible and suitable for all users and visitors (OFSTED p40-51 Effectiveness of Leadership and Management) |
| There is an appropriate plan for maintenance, repair, and where necessary, replacement of capital items |
| Plans for long-term expenditure and future developments to premises are appropriate for the likely needs of the school |
| Consider and advise on strategic priorities of capital expenditure and development |
| Review efficient and cost-effective use of school premises |
| Discuss and agree likely resource allocation with Headteacher/SLT and Finance Lead Governor |

Exminster Community Primary School Governing Board Information

1.8. Leadership and School Development

Lead Governor(s): Tony Fripp (Leadership), Becky Mason (SDP priority champion), Gordon Peacock (SDP priority Champion), Jonathon Wood (SDP priority champion), Helen Fisher (SDP priority champion)

The Lead Governor(s) will meet with the Edison/SLT Leads (and visit classrooms as necessary) at least once each term, to monitor the outcomes below, taking into account linked OFSTED requirements. They will prepare a written, bulleted report to discuss with their counterpart Lead Governor and the Governing Body. Every point must be considered at least once each year

Policies and documents related to this role:

School Development Plan

Leadership

The Headteacher, and the SLT provide effective leadership, support and challenge to staff and each other (OFSTED p31-41 Effectiveness of Leadership and Management)

Distributed leadership is evident throughout the school with clearly defined roles and responsibilities

School teams are designed around cohorts of learners and time is dedicated to plan for learners' needs

Clear vision, values and outcomes are apparent and reflect focus on learning and achievement

Leaders are adept at managing change and developing the capacity of staff

Achievement data is used effectively by leaders to view efficacy and accountability of staff

School Development

The School Development Plan is fully integrated in learning and evidence of its efficacy is monitored (OFSTED p42-47 Quality of Teaching and Assessment in School)

Achievement data is evaluated and triangulated by the SLT to understand any challenges to school development (OFSTED p51-56 Outcomes for Pupils at the school)

Governors understand the OFSTED framework and are applying best practice

Other Lead Governor(s)' reports reveal triangulation of data and other evidence and progress towards the aims of the SDP.

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6. Committee Terms of Reference

6.1. Pay and Performance Committee

- Annually review the salaries of all staff
- Approve teachers' salaries following recommendations from the Headteacher/senior leadership team on whether to award performance pay in line with the school's Teacher Appraisal policy.
- Monitor the outcome of pay decisions, including the extent to which different groups of teachers may progress at different rates and check processes operate fairly
- Following recommendations from the Headteacher, make decisions in respect of pay increases of any members of staff in a leadership role not covered by teacher appraisal and ensure decisions on pay are linked to performance
- Review the Headteacher's salary annually, having regard to any recommendation from the Governors who have conducted the Headteacher's appraisal. (Headteacher's performance review group).
- To inform the Governing Board of approved salary decisions, to ensure inclusion in the budget.

Membership – at least 5 Governors (Headteacher, Staff Governor(s) and Associate Members are not permitted)

| | |
|---|--|
| Membership | Richard Vain Becky Mason Alwyn Reeves Tony Fripp Hamish Cherrett |
| Quorum | 3 |
| Chair of committee | Tony Fripp |
| Clerk to committee | Helen Hibbins |
| Meetings | September, December and May |
| Date Terms of Reference were agreed by FGB | Summer 2017 |
| Date of review | Summer 2018 |

6.2. Headteacher's Performance Review Group

- Arrange to meet with the independent external advisor to discuss the Head Teacher's performance targets
- Decide, with the support of the independent external advisor whether the targets have been met and to set new targets annually
- Monitor through the year the performance of the Head Teacher against the targets
- Make recommendations to the Pay and Performance Committee in respect of awards for the successful meeting of targets set

Exminster Community Primary School Governing Board Information

Membership – 5 Governors (Headteacher, Staff Governor(s) and Associate Members are not permitted)

| | |
|---|--|
| Membership | Helen Fisher Gordon Peacock Alwyn Reeves Tony Fripp |
| Quorum | 3 |
| Chair of committee | |
| Meetings | November and March |
| Date Terms of Reference were agreed by FGB | Summer 2017 |
| Date of review | Summer 2018 |

6.3. Appeals Panel

- Hear complaints in accordance with the school’s complaints policy where this has not been resolved at a previous stage.
- Hear appeals against any decision made by the Headteacher or any other committee of the Governing Board

Membership – not less than 3 members of the Governing Board with no prior knowledge of the complaint (Headteacher not permitted).

| | |
|---|---|
| Membership | To be determined as required. Consideration to be given to inviting Governors from outside this school if deemed necessary. |
| Quorum | 3 |
| Chair of Panel | To be appointed by complaints co-ordinator |
| Clerk to the Panel | Helen Hibbins |
| Meetings | As required |
| Date Terms of Reference were agreed by FGB | Autumn 2017 |
| Date of next review | Autumn 2018 |

6.4. Pupil Discipline and Exclusion Panel

- Discharge the Governing Board’s legal responsibilities in respect of pupil exclusions
- Discharge the Governing Board’s legal responsibilities in respect of pupil discipline

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Membership – not less than 3 members of the Governing Board (Headteacher, Staff Governor(s) and Associate Members are disqualified).

| | |
|---|---|
| Membership | To be determined as required. Consideration to be given to inviting Governors from outside this school if deemed necessary. |
| Quorum | 3 |
| Chair of Panel | Alwyn Reeves |
| Clerk to the Panel | Helen Hibbins |
| Meetings | As required |
| Date Terms of Reference were agreed by FGB | Autumn 2017 |
| Date of next review | Autumn 2018 |