



Governor Induction Policy

Ms Sarah Walker
Summer 2025

The difference between try and triumph is UMPPHHH!

Governor Induction Policy

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Welcome from Laura, Chair of Governors on behalf of the Governing Body

Dear Governor,

I would like to welcome you to the Skelton Primary School Governing Body.

In choosing to become a part of our Governing Body, you are making a commitment, alongside the rest of the Governors, to ensure that each of our pupils receive the best possible education. Thus enabling them to realise and achieve their potential at each stage of their journey through our school.

As a governing body we need to ensure that we work together as a team, respecting and appreciating one another's skills and opinions, whilst maintaining confidentiality at all times.

Support and training is given to new Governors joining us, and as we develop into our individual role as a Governor, and take up specific responsibilities, this support and training continues.

We need to inspire and be inspired by what we seek to achieve for our school and its community. We need to ensure the successes of the school are celebrated and built upon for the future.

As a Governing Body we are here as strategic leaders to work alongside the Head Teacher and the staff sharing vision and values for Skelton Primary School, ensuring that we support and challenge appropriately, whilst always maintaining good working relationships. It is most important that we always keep the individual child as the centre and focus of all that we do as Governors.

It might be useful to you if I explained our status as an Academy. We are a company that receives its budget, authority and direction from the Department of Education rather than a school that is administered by the local authority (Redcar & Cleveland Borough Council).

We made this change which took effect in November 2013 because we believe that Academy status gives us more freedom to improve and enhance the education that we are able to offer to our children and allows us to have greater direct control of our own destiny and development. We work with two local MATS (Prince Regent & Ironstone) and local maintained schools. We share best practice, moderate standards and work together as well as supporting teacher training.

I hope you will find this document useful and informative guide as you take up your Governor Role here at Skelton Primary School. Finally, may I take this opportunity to say **Thank You** on behalf of the Governing Body and Skelton Primary School for committing to joining us, and sharing your time and skills to continue to develop and raise the standards and make Skelton children's education the very best!

Laura Allan Chair of Governors

Welcome from Sarah Walker/ Sam Newton, Headteachers

Dear Governor,

Welcome to the Governing body of Skelton Primary School. I am very proud to be leading a team of dedicated and enthusiastic staff who strongly believe that success is achievable for all.

I have been in post since 2009 and during this current academic year have semi retired, reducing to 4 days a week, sharing the leadership role with Mr Newton. We are passionate about offering the children of Skelton a rich, broad and balanced curriculum - a curriculum which develops and secures subject knowledge, promotes core values and equips children with a range of life skills. We believe these combined will build the foundations for a successful education, helping every child to fulfil every aspect of their potential and enable them to meet the needs of their future.

It is our priority, in the position as Headteacher, to keep raising standards of progress and attainment for all of our pupils. We work hard in literacy and numeracy to ensure that every child enters the next phase of their education equipped with the academic skills they need in order to succeed. At Skelton, progress is paramount and is considered at every stage of teaching and learning. By involving the children in their learning, celebrating their achievements and identifying their next steps, we hope to promote both independence and lifelong learning.

We also want them to learn and experience more than this through a varied curriculum and a range of extra-curricular and after-school opportunities that complement our work in the classroom. We value each child as an individual and aim to provide the opportunities for pupils to excel in areas.

Our school beliefs are reflected in the School Improvement priorities for 2024/25:

- ATTENDANCE reduce persistent absence
- METACOGNITION to develop listening skills and working memory
- ORACY to develop spoken English

Skelton Primary School was created in April 2003 by the amalgamation of an infant and junior school that shared the same school site. Sarah Walker, the headteacher took up her post in Spring 2009. In September 2025, the number of children on the school roll was 487 with 3 out of 7 year groups having 3 form classes across each

year group. We have had a falling roll like most schools in Teesside for the last 5 years. We are awaiting a rebuild due to the quality of the building and it will likely be a 2 form entry building.

As a governor we will ask you to rigorously and consistently monitor SDP targets and data, invite you to participate in events and training opportunities throughout the year, be a buddy for a year group of pupils and liaise with the staff and children of our school. We will expect you to ask questions, explore issues further and challenge our thinking. We will keep you up to date with the latest educational initiatives and explain how these might impact of our school. But primarily, we see your role as a Governor of Skelton Primary School, to ensure we deliver the very best education possible for our children. The Governing Body seeks to provide the appropriate balance of support and challenge so that the school fulfils its statutory duties, monitors progress in relation to school improvement and strives to build further on achievements. We are very much looking forward to working in partnership with the Governing Body as the schools goes from strength to strength.

Sam Newton & Sarah Walker

Headteachers

Educational aims for our school

We hope to promote a real sense of community and desire to contribute to the world at large. Children will be encouraged to respect and value all people and celebrate their similarities and differences. The essence of our aims are shared with even the youngest children and illustrated in all relationships, efforts and achievements.

We want our children to approach every day with an open and hungry, enquiring mind. To be

- RESPECTFUL
- READY
- RESPONSIBLE
- RESILIENT
- REFLECTIVE

We aim to nurture within every child a value for themselves, others and crucially their learning. We provide opportunities for our children to be

- OPEN MINDED
- BRAVE
- POSITIVE
- INQUISITIVE
- INDIVIDUAL

Vision & Ethos

We recently revisited our school values and ethos. We believe that our school should be a happy place, a safe place to make mistakes and a place to learn something new every day. We will ensure that this happens by providing:

- An exciting and useful environment
- Challenging activities
- A nurturing ethos

Our school motto is

The difference between try and triumph is UMPHH

The following documents are very important. All of these policies are available on the governor blog and most are also available on the school website. It is important that you read these documents alongside the school website to help you become further informed about life in school.

Skelton Improvement Plan	Good Behaviour Policy	Safeguarding Policy
Last OFSTED report	Anti Bullying Policy	Child Protection Policy
SEF (self evaluation form)	Website	ESafety Policy
2025 Calendar	Friday Flyer	Health & Safety Policy
2025 Governor Handbook	EYFS Policy	SEND/ Disability Policy
	Teaching & Learning Policy	Equality Policy
		Charges Policy

Key Stages & the Curriculum

The National Curriculum was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education which is relevant to the needs. The Key Stages refer to the four stages of the National Curriculum, and those relevant to Skelton are KS1 and KS2, shown below in the table.

Pupil Age	School Year	Key Stage	Expected Stage of Achievement	Tests
4–5	Foundation Stage 2	EYFS Key Stage One	<i>GLD (Good level of development)</i>	Baseline
5–6	Year 1		<i>Pass</i>	Phonic test
6–7	Year 2		<i>Pass</i>	KS1 “SATs” <i>not statut</i>
7–8	Year 3	Key Stage Two	<i>Pass</i>	Tables Test
8–9	Year 4			
9 – 10	Year 5		<i>Pass</i>	KS 2 “SATs”
10 – 11	Year 6			

All children on entering full time education at the age of 5 must receive Baseline Assessments.

Subsequently, pupils take National Curriculum Assessment Tests (commonly known as “SATs”). The governing body and headteacher must ensure that the relevant

assessment procedures are carried out, and increasingly individual targets are set for each child. The school curriculum should be balanced and broadly based to promote spiritual, moral, cultural, mental and physical development of the pupils in that school.

The aim at Skelton School is to promote “lifelong learning” and to cultivate in the pupils a sense of citizenship which will enable them to achieve their full potential and to cope with the challenges met in later life. The development of the “whole child” is central in the Skelton philosophy. The school strives to live the values-based curriculum programme which it delivers. This encompasses all aspects of teaching and learning in school but particularly focuses on PSHCE, Citizenship, R.E. and through development of “living and learning” skills. More detail is provided in the Teaching and Learning policy and is an essential read.

The governing body has a particular responsibility with regards to Sex & Relationship Education (SRE). All governing bodies should have a written SRE policy. In primary schools it is for the governing body to decide whether SRE (outside the compulsory elements taught as part of the National Curriculum Science Order) should be taught. The policy should set out what SRE is provided. Responsibility for this policy has been delegated to Children, Families & Committee.

Our curriculum is designed and built around the 5R's. Maths and English are taught discretely within the morning timetable and further knit into the afternoon session where learning is shared through a BIG IDEA.

Positive Behaviour Management

Skelton Primary takes a positive attitude towards behaviour management. The school is committed to providing an environment where all pupils are valued and are able to learn and play together in a caring, happy, co-operative and safe atmosphere. It is the responsibility of the children, staff, governors and parents to ensure that high standards of behaviour are maintained in an atmosphere of mutual respect, trust, openness, fairness and consistency.

Skelton staff have a set of key rules; the 5 'R's which are revisited every year by all children and staff, in class council and school council meetings. They are displayed in every classroom and are understood by all children.

SCHOOL RULES	
5 'R's	
RESPECTFUL	- We are polite.
READY	- We are well prepared to learn.
RESPONSIBLE	- We make wise decisions and ask for help if needed.
RESILIENT	- We will get stuck into a challenge and learn from any mistakes.
REFLECTIVE	- We think carefully about our actions.

The school celebrates success in a variety of different ways: collectively as a school through their Celebration Assemblies where awards are given out to the pupils, as teams and individuals and through individual classes. Please see the Good Behaviour Policy.

Pupil Leadership

Pupil voice is given real status in school. Children generate wonderful ideas and play an important role in the government of the school. Key roles in school to aspire to for leaders are HEAD BOY/ HEAD GIRL, School Council, Eco Warriors, House Captains, Debating team, Playground Buddies, Librarians and Rights Respecting UNICEF team. The most recent addition is School Parliament. Governors visiting school may schedule to attend a pupil voice meeting or request representation by a team at FGB, the children love that!

School funding

There are two main types of school funding: restricted revenue funding and capital funding.

Restricted revenue funding: This pays for the day to day running costs of the school: staff salaries, stationery/ heating/lighting bills. Schools receive this revenue funding directly from the Education Funding Agency (EFA). This is referred to as the delegated budget. The majority of funding for school is known as the General Annual Grant (GAG). This is made up of the School budget share based on numbers on roll from the census (NOR) plus a lump sum, and the Education Services Grant (ESG) also based on NOR. It is the local Schools' Forum which decides how much of the Schools Budget can be retained centrally. The spending of these funds is approved and monitored through the budgeting and Financial monitoring process and must be in accordance with the EFA Financial Handbook and the Articles of Association of the Academy Trust.

An annual budget is approved by the Full Governing Body based on the funding formulas for that particular year and a notional 3 year budget is prepared to ensure that the Academy trust is a going concern and ensure the ability to meet the schools long term development plans.

Capital funding: Capital funding is money provided for spending on school buildings. This funding must not be spent on the day-to-day running costs of the school or on routine maintenance. All schools receive a devolved formula capital allocation which, as its name implies, is calculated on a formulaic basis. The amount of formula capital schools receive is reduced when they have undergone major refurbishment. In addition to formula capital, there are other types of capital funding for which schools can apply. Any capital projects are held on the Academy's balance sheet and depreciated over the useful life of the project in accordance with the schools finance policy.

The Governing Body of a school must set out the educational and financial priorities for the school and must ensure that the budget is managed effectively. It has a legal obligation to agree the annual budget, prepare reports and accounts which must be submitted to the EFA. Most governing bodies delegate the preparation and planning of the budget to a committee: at Skelton this is the Resources, Employment & Finance Committee, whose remit is set out in their Terms of Reference .

Friends of Skelton Primary School

Friends oversees the fundraising on behalf of the school. The support from class representatives is vital when it comes to organising events from selling tickets to organising rotas of help. They welcome both existing interested parties and those keen to get involved.

Parent Partnership

Parent Partnership are a team of school staff and interested parents who meet half termly to explore current school issues. This effective team have resulted in many changes around school that have really made a difference to school life from perspective of our families. We recently underwent a Poverty Proofing Assessment that provided us with an invaluable view of school from the many contexts of our families

The Governing Body

The Role of a Governor

Welcome to your new role as a school governor. You have just been appointed to one of the most rewarding voluntary jobs that exist. You have joined a group of hard-working people who give their time and energy freely, committing their talents to the service of their schools.

Governors come from different backgrounds, reflecting the many interest groups in our schools, but they have one important thing in common: they are dedicated to ensuring that the children in their school have the best education possible. This must be the primary focus of all governing body business.

Many of your fellow governors will have a huge amount of knowledge, experience and competence for you to draw upon. Effective school governance is a team effort and decisions are made corporately. Effective governance means a commitment to training, learning more and teamwork. You are not on your own and you must not act on your own.

Effective governance involves team-work with headteachers, staff, governors and community. Effective governance is also visible governance. Governors are accountable to all stakeholders in the school including staff, pupils and parents and the profile of the governing body and its visibility to these groups should reflect this. Governing bodies should ensure they have a policy and processes for dealing with complaints.

This pack provides an overview of the school, the governing body and legal framework as well as the key relationships which must exist to make this team function well.

There is much to learn about school governance. This document and its attachments are designed to give you some basic information and offers suggestions about sources of further information and support. Governing bodies have many responsibilities but in general are there to set the strategic framework for the school and to monitor the implementation of policies as managed and carried out by the headteacher and staff. Governors who ask seemingly obvious questions, as well as those that are more challenging, will help ensure that the correct path of leadership is established to enable the school to prosper. Reaching out to other schools and organisations enables good practice to be reapplied.

THREE CORE FUNCTIONS OF AN EFFECTIVE GOVERNING BODY	
1. <u>Vision</u>	Clarity of vision, ethos & strategic direction/ hold HT to account for educational performance/ oversee financial performance & ensure wise expenditure
2. <u>Safeguarding</u>	First aid record, Risk assessment, SCR, Site security, evacuation procedures
3. <u>Standards</u>	<ul style="list-style-type: none"> • Entry standards • Strengths & weaknesses- subjects/ attendance • Pupil premium spend • Comparisons to national • GB strengths, areas to improve, contribution to school • Involvement in SE/ school improvement • SOP headlines & priorities

	HIGH SUPPORT		
LOW CHALLENGE	Supporter's club "We're here to support the head."	Partners/ Critical friend "We share all- good or bad."	HIGH CHALLENGE
	Abdicators "We leave it to the professionals."	Adversaries "We keep a very close eye on the staff!"	
	LOW SUPPORT		

Who are School Governors and what do they do?

School governors come from every walk of life. Each individual governor is a member of a governing body, which is established by law as a company limited by guarantee. Individual governors must not act independently of the rest of the governing body. Decisions are the joint responsibility of the governing body.

The main function of governors is to:

- Ensuring clarity of vision, ethos and strategic vision
- Overseeing financial performance of the organization and making sure money is well spent
- Holding the Headteacher to account for the educational performance of the school, it's pupils and the appraisal of staff

The role of the governing body is a strategic one, and its key functions are to:

1. Set the aims and objectives for the school
2. Approve statutory policies and monitor that their aims are being met.
3. Monitor & evaluate the progress the school is making towards the achievement of its aims and objectives as set out in the School Development Plan.
4. Be a source of challenge & support to the Headteacher.

The Headteacher is responsible for the internal organisation, management and control of the school and the implementation of the strategic framework established by the governing body.

Legal framework and accountability

Although being a school governor may at first seem a heavy responsibility, you need to remember that an individual governor has no responsibility or power. The governing body is a corporate body of which you are a part. Provided that you always take joint decisions with the rest of the governing body in good faith and in line with all the advice available, you will not be personally liable for those decisions.

The governing body is bound by statutory requirements, overseen by the Department for Education (DFE) and is accountable to the public and to the parents for the way in which the school is directed and managed. The staff of the school is accountable to the governing body for the delivery of the curriculum, use of resources and for the quality and effectiveness of the teaching and learning that is taking place. The statutory requirement of the Governing Body is to conduct the school with a view to promoting high standards of educational achievement (School Standards & Framework Act 1998). Achievement should be considered both in terms of academic education but also in terms of personal and social development and welfare e.g. are the children developing in confidence, able to work collaboratively in teams as well as independently etc.

As a governor you are a Director and a Trustee. As such you are bound by Company and Charity law in addition to the statutory requirements set out by the DFE. As a Member you are liable to no more than £10 if the company is to be wound up. It is a requirement that you are familiar with the guidelines set out by the EFA for

protecting public money and the EFA Financial handbook. This information along with the Articles of Association and the Funding Agreement are found through the governor portal.

Governors should look for evidence of continual progress in Skelton pupils in addition to specific attainment alone i.e. results from formal examinations at the end of Key Stage 1 and Key Stage 2. Such formal examinations provide a snapshot into the pupil's ability and are not all encompassing across the broader curriculum (tests are taken in Numeracy and Literacy).

Further information on the respective roles of the governing body and the headteacher are published by the DfE: The Governors Guide to the Law 2012 (<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00061-2012>)

Governors & OFSTED

The Office for Standards in Education, Children's Services and Skills (OFSTED) is required by law to carry out inspections of all schools. The inspectors judge the overall effectiveness of the school but also look at individual aspects of the school. One of these aspects is the quality of leadership and management at all levels in the school, and in particular the effectiveness with which governors discharge their responsibilities.

Inspections are carried out at short notice with only half a days warning. The inspectors will talk to the Head, school staff but will also expect to talk to members of the Governing Body.

OFSTED look to see evidence of the effectiveness of the Governing Body in challenging and supporting the school so that weaknesses are tackled decisively and statutory requirements met. To this end, it is important that the decisions and actions of the governing body are properly documented in approved minutes.

The starting point for the inspection is the school's self evaluation form (SEF). The governing body is responsible for signing off on the SEF and OFSTED state "...a completed SEF should reflect the governors' involvement in a school's self evaluation and show that it has been completed with the agreement of the governing body or appropriate authority".

As part of the inspection process, OFSTED will usually wish to speak to at least one member of the governing body – it is expected that this will include the Chair of Governors.

Inspectors last visited us in 2022. This was a section 8 inspection; the GOOD grade was maintained. Inspection updates come along regularly and are posted onto the governor blog.

Inspectors would consider whether governors:

- *carry out their statutory duties, such as safeguarding, and understand the boundaries of their role as governors*
- *ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain*
- *ensure clarity of vision, ethos and strategic direction, including long-term planning (for example, succession)*
- *contribute to the school's self-evaluation and understand its strengths and weaknesses, including the quality of teaching, and reviewing the impact of their own work*
- *understand and take sufficient account of pupil data, particularly their understanding and use of the school data dashboard*
- *assure themselves of the rigour of the assessment process*
- *are aware of the impact of teaching on learning and progress in different subjects and year groups*
- *provide challenge and hold the headteacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results; or whether they hinder school improvement by failing to tackle key concerns or developing their own skills*
- *use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics*
- *ensure solvency and probity and that the financial resources made available to the school are managed effectively*
- *are providing support for an effective headteacher*
- *monitor performance management systems and understand how the school makes decisions about teachers' salary progression , including the performance management of the headteacher, to improve teaching, leadership and management*
- *engage with key stakeholders*
- *are transparent and accountable, including in terms of recruitment of staff, governance structures, attendance at meetings, and contact with parents and carers.*

At the end of the inspection process, the inspectors will hold an oral feedback session in which they will inform the school of their main findings. As many members of the Governing Body as possible should try to attend this meeting.

Membership of the Governing Body

The Articles of Association set out the composition of your governing body. At

Skelton, the Governing Body currently consists of:

4 PARENT Governors (elected by parents)

2 STAFF Governors (1 teacher, 1 non teaching vacancy] & Headteacher)

6 TRUST / COOPTED APPOINTED Governors (appointed by the GB *incl 1 vacancy*)

The usual term of office for governors is 4 years at which point you may retire but, assuming your willingness and eligibility, you are able to offer yourself for re-election for a further period of time. Staff governors at Skelton serve a two year term. Parent governors, whose children leave the school during their term of office, may complete that term of office.

Details about current membership of the governing body are contained on the school website, along with pen portraits. In addition a central display managed by the pupils shares information about the governors with pupils and staff.

Having become an Academy the role of the governors has changed. Company Law and the Charities Act dictates these roles.

Meetings

At Skelton, the whole Governing Body generally meets once a term. Dates and times are agreed towards the end of the summer term for the next academic year. Additional meetings may be called as needed, and further dates for training may also be agreed.

The business of the governing body is carried out by formal meetings. Relevant papers should be sent out by the clerk at least 5 working days before the meeting, and should include the agenda and, if appropriate, the Headteacher's report. The agendas often contain minutes of any working teams or committees: reports from other sources which are to be discussed, briefing notes on any decisions made by the government or at a local level since the last governors' meeting, training details and notice of future events. Governors wishing to add items onto the agenda should contact the clerk or the chair of governors before the agenda is published.

It's really important to thoroughly review these minutes before the meeting. You can make a note of any queries or points you want to raise. All papers of the governing body must be available at the school for any member of the public to read, with the exception of items which the governing body have agreed are confidential.

Committee structure and terms of reference

The Governing Body has delegated some of its functions to subcommittees:

1. Resources, Employment & Finance Committee)
2. Pay Committee
3. Headteacher Performance Management

Each team has a specific remit, summarised in their Terms of Reference. These Terms of Reference are agreed by the full Governing Body each year. You should also consult the Governor calendar for details on the programme for these committees.

As well as delegation to committees, the Governing Body are required to identify governors with responsibility for monitoring compliance of specific elements of provision eg safeguarding, SEND.

Governor visits to the school/classroom

New governors will be invited by the Headteacher early in their term to arrange a purposeful visit to the school. It's important to remember that the governor's role is that of a critical friend, not an inspector. By observing the pupils and mixing with teaching and support staff, a governor can continue to get to know the school.

At Skelton, each governor is appointed as a year group. Once a term the Governor should arrange an informal monitoring visit. Other visits may be arranged at the discretion of the governor and class teacher. All visits should always be arranged in advance so that the class teacher will be aware of the proposed visit. Before visits can take place, governors must have a valid DBS check for Skelton School.

Nominated governors are also required to make formal monitoring visits. Following these visits, outcomes should be shared at meetings and minuted by the clerk.

Effective governance relies on you knowing and understanding the school. Ask questions to the Head and Staff to help you achieve this: probe for evidence of how they are monitoring the pupils' continual progress and look for evidence with respect to how they are capitalising on the school's strengths and how they are

addressing its weaknesses. The better informed you are as a Governor the more productive you can be in helping the Governing board set the right strategic direction for Skelton and to support and challenge the Head.

Governing Body and the Staff

The Governors' Guide to the Law 2012 gives full details of the legal requirements of the governing body in relation to the staff, including the non-teaching staff.

Staffing is an area of partnership between the governing body and the headteacher. The governing body is responsible for determining the staffing and management structure of the school on the advice of the headteacher who is responsible for making sure that the staffing level is sufficient to teach the National Curriculum. The governing body is responsible for appointing staff, although appointments other than those of headteacher or deputy can be delegated.

Teachers' Pay and Appraisal

Teachers pay is determined by the school Teachers' Pay and Conditions of Employment Document (STPCD) which is published annually by the DfE. This is not statutory for an Academy but the Governing Body have agreed to adopt it. As well as setting out the pay scales for the different categories of teachers it also sets out the "professional duties" of teachers, that is their roles & responsibilities. The document also takes account of changes to teachers' workload brought in by the National Agreement and more generally known as workforce reform. These changes were designed to ensure that the teacher spends more time focusing on teaching and learning. Governing bodies were responsible for ensuring that the National Agreement was implemented in their school and have an ongoing role in monitoring its provisions. The governing body has a responsibility for the work/life balance of the headteacher.

Professional Standards for Teachers

In addition to the STPCD there is a set of professional standards for teachers. These set out the expectations on teachers at various stages of their careers in terms of their professional attributes, knowledge and understanding, and skills. In carrying out performance management arrangements reviewers must have regard to the professional standards. Governing bodies have overall responsibility for teachers' pay and performance within their school and are directly responsible for the performance management of the headteacher. It is the headteacher's responsibility to arrange the review of the targets and performance of all other teachers and support staff.

Policies

Policies are the basic tools of governing body work. In essence they set out, in a clear and understandable form, the framework within which the school should be run. Policies will guide the headteacher in making decisions relating to the everyday management of the school. They will also help the governing body when it comes to making strategic decisions.

The governing body must agree on the subjects upon which policies need to be established and monitor and review them on a planned and regular basis. The policies which governing bodies are required by law to produce and those recommended are detailed in The Governors' Guide to the Law 2012. The Office For Standards in Education's (OFSTED) Handbook for the Inspection of Schools lists all the written information that schools have to provide on inspection which governing bodies should consider when deciding on what policies to produce.

Policies should be implemented throughout the whole school community. They will help to guard against charges of unfairness and will promote confidence within the staff when dealing with situations.

Policies do not have to be the Herculean task that some governing bodies imagine them to be. It is not necessary for the governing body itself to write the policies. The full governing body may delegate the production of particular policies to a committee or working party. The committee should be given a clear written remit of what it is what they are required to do.

The role of the Governing Body is to set the strategic direction of the school and it is important to fully appreciate the role of the headteacher in this process. The governing body and committees will need to take into consideration his/her professional advice. However, it is recommended that the governing body should not pass over all the work to the headteacher: policies are the prerogative of the governing body and it should not shirk this responsibility. A close working relationship must exist between the headteacher and governing body for effective governance of the school. The DfE publication, [The School Governance \(Procedures\) \(England\) Regulations 2003](#) gives guidance on regulations and every governor should be acquainted with them.

Special Education Needs and Disability (SEND)

A child is defined as having special education needs (SEND) if he or she has a learning difficulty which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than that of most children of the same age. Or, it may mean that a child has a disability which needs different educational facilities from those generally provided by schools for children of the same age in the area.

The Government has a policy of developing a more inclusive education system. All Local Authorities must state their policy on inclusive education on their needs. The presumption is that, where parents (and pupils) want it and suitable support can be provided, children with special education needs should be educated in mainstream primary and secondary schools.

Schools have a duty to use their best endeavours to identify and meet special education needs. The Local Authority must have a procedure for assessing and statementing children with the most serious needs. This involves the parents, experts from education, medicine and social care as appropriate.

Every school governing body should have a Special Education Needs and Disability policy. All schools must have regard to the Code of Practice on the Identification and Assessment of Special Needs and Disability. Each governing body should ensure that the Chair and at least 2 others (including the governor with a brief to monitor SEN) become familiar with it. Every school should have a member of staff as a Special Education Needs Co-ordinator (SENCO) and also a governor with a special brief to monitor SEN provision.

More Able & Talented Pupils

The government is committed to promoting the education of able, gifted and talented youngsters.

- Gifted describes learners who have the ability to excel academically in one of more subjects such as English, Drama, Technology.
- Talented describes learners who have the ability to excel in practical skills eg sport, leadership, artistic performance.

Schools are required to indicate as part of their annual school census which of their pupils are gifted or talented.

Disability Discrimination Act (2005) DDA and the Disability Equality Duty (DED)

The Disabilities Discrimination Act defines a disabled person as someone who has “a physical or mental impairment which has a substantial or long-term affect on his or her ability to carry out normal day-to-day activities”. The Act places a duty of care on the governing bodies of schools when carrying out their functions to have regard to the need to:

- Promote equality of opportunities between disabled people and other people.
- Eliminate discrimination that is unlawful under the DDA.

- Eliminate harassment of disabled people that is related to disability.
- Promote positive attitude towards disabled people.
- Encourage participation in public life by disabled people.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

These duties are known collectively as the Disability Equality Duty and they apply to disabled pupils and staff and disabled people who use the service provided by schools.

Training and development programme for governors

Ongoing training is crucial to all governors (see Inspection Framework). Redcar & Cleveland publish a booklet with details of the relevant training courses available for governors – both those new to role as well as the more experienced governors. All governors are recommended to attend at least a couple of training courses each year.

Currently, the induction course for new governors consists of 2 parts, which can be attended separately or jointly depending on availability & your preference. The course provides governors with an understanding of their role and main responsibilities. Part 1 focuses on the strategic role of governors and begins to explore monitoring and evaluation. Part 2 explores the key roles and responsibilities of governing bodies in achieving effective schools, and focuses on developing good practice in monitoring and evaluation, including using the headteacher's report, classroom visits and curriculum monitoring.

Use this resource to identify the relevant courses for you: additionally you could have a chat with the Governing Board clerk, the Link Governor or other governors to see what courses they have found the most valuable.

There is a national helpline for governors which is called Governor Line and can be contacted on 08000 722 181 or via <http://www.education.gov.uk/governorline>. We are also members of the National Governors Association.



nlgla learninglink

HOW DO YOU REGISTER FOR LEARNING LINK?

It's a simple process...

1. Visit <https://nga.vc-enable.co.uk/register> to find the online self-registration form.
2. Add your details to the self-registration form in the following order:
 - Your first name
 - Your last name
 - Your email
 - Your phone number (optional)
 - Your governance role title (optional)
 - Your school or academy – use the search box and make sure to select the right one using the postcode*
3. Click the green register button to submit your application for approval.
4. Approval is not immediate and you must wait for email confirmation of approval. It can take time to receive this email particularly if your application is submitted over a weekend or in the evening.
5. Your confirmation email will be sent to you. Once you receive your email confirmation, which includes your login details you can login to Learning Link and start to use it whenever you want to.

* If your school or academy is not listed, it may not be signed up to Learning Link. In this case please select the "My group has not been listed" box and an email will come through to us so that we can contact you.

nlgla National Governance Association **VIRTUAL COLLEGE**

Common Questions that Governors May Ask

These questions are not meant to be mandatory or exhaustive, they are offered simply as typical questions that will help inform you about the school. During your initial period as a governor some of these questions will occur naturally, others will crop up at a later stage and whilst every governor will have their own way of asking the questions it is important that a “softly softly” approach often secures much more informative responses. These questions will themselves generate further questions.

Never be afraid to ask even the simplest of questions: it is one of the principle ways of discharging your role of monitoring the school's performance; being better informed allows you to be a better strategist and help the school improve further.

Policies:

- What are the stated aims and ethos of the school and are they effectively implemented?
- What policies does the governing body have, where are they, how are they drawn up and reviewed?
- How focused is the governing body on the welfare and progress of pupils?
- Have policies been reviewed in the light of Human Rights legislation?

Meetings:

- What committees does your governing body have and what are their terms of reference?
- What matters have been delegated by the governing body and to whom?
- What targets are set by the school's Development Plan and how do governors contribute to the Plan?
- Do the agendas and papers for governing body meetings keep you fully informed?

Legal Framework:

- Who are your fellow governors and by whom have they been elected or appointed?

Curriculum:

- Is there a curriculum policy?
- Does the school offer a 'broad and balanced' curriculum and meet National Curriculum requirements?
- What are the policies regarding religious education, worship, sex education and home-school agreements?
- How are literacy and numeracy tackled?
- Do the headteacher's reports provide information about school and pupil targets, test and examination results and school performance in a way that enables the governing body to monitor progress?
- What is the school's homework policy?

School Budget:

- How many pupils are on the roll and how does this affect the budget?
- What is the size of the budget, how is it apportioned internally and how is it planned to be spent?
- How is the budget kept under regular review?
- Who has authority to spend and up to what level, and what financial controls are in place?

Staffing:

- What are the governing body's procedures for appointing staff, reviewing salaries, dealing with discipline and grievances and consultation?
- Is there a governing body policy about governor's visits to the school?
- How do staff and governors get to know each other?

Accountability:

- How does the governing body assess the school's performance and effectiveness?
- How are the website and the School brochure prepared?
- What is the school's Home-School Agreement? Can it be enforced?
- What arrangements are there for consulting parents and dealing with complaints?
- To what extent is the school involved in the community and vice-versa?
- Is training available to the governing body as a whole to help discharge their corporate responsibilities?

Special Educational Needs:

- What is the governing body policy relating to SEND?
- Is there a governor specifically allocated to monitor SEN on behalf of the governing body?
- Who is the school's SENCO?
- How many pupils are recognised as having SEN and how many are statemented?

Pupils:

- Is there equal access for all pupils to all areas of the curriculum?
- Is there a positive policy of inclusion of all pupils despite any problems they may have?
- What arrangements are made for the pastoral care of pupils?
- What is the school's behaviour policy and how is it monitored?
- Are instances of any exclusions regularly reported to the governing body?
- Does the school celebrate pupils' achievements?
- How does the school cope with bullying?

APPENDIX ONE

Skelton Primary School Governing Body 2024/25

Co-opted	Headteacher	Parent	Staff
Tracy Hill	Sarah Walker	Donna Leighton	Andy Woolf
Helen Swarbrick		Laura Allan	Vacancy for non teaching governor
Rob Anderson		David Parsons	
Mike Bloomfield		Georgia Burley	
Natasha Dunnakey (parent)			
Tracy Hill (staff)			
John McCue			

<u>Resources, Employment & Finance Committee (REF):</u> <i>16.12.24/ 17.03.25/ 14.07.25 4.30pm</i> Mike Bloomfield Rob Anderson CHAIR Donna Leighton Sarah Walker Debbie Chadwick (Business manager)	<u>Headteacher Performance Management:</u> <i>081124 2pm</i> EXTERNAL ADVISER <i>Pete Tyreman</i> Helen Swarbrick Laura Allan Janet Tasker	<u>Pay Committee (TEAMS)</u> <i>12/24</i> Laura Allan Helen Swarbrick Mike Bloomfield
<u>Key Areas</u>		
Oracy		
Big Ideas curriculum		
Attendance		
Safeguarding/ website		
SEND/ Nurture	Laura	

NGA model code of conduct

Once this code has been adopted, all board members agree to faithfully abide by it.

Trustees: We agree to follow the [charity governance code](#)

Those governing at local level: We recognise and support the principles set out in the [charity governance code](#)

We will abide by the Seven Nolan Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work.

We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We will apply the highest standards and will:

1. act within our powers
2. promote the success of the trust
3. exercise independent judgement
4. exercise reasonable care, skill and diligence
5. avoid conflicts of interest
6. not accept benefits from third parties
7. declare interest in proposed transactions or arrangements

We will focus on our core purpose:

1. strategic leadership: defining a vision, fostering a culture and championing the strategy
2. accountability and assurance: providing robust and effective oversight of operations and performance
3. engagement: strategic oversight of relationships with stakeholders

As individuals, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core purpose rather than involve ourselves in day-to-day management.
2. We will fulfil our role and responsibilities as set out in our [scheme of delegation](#).
3. We will develop, share and live the ethos and values of our trust.
4. We agree to adhere to trust policies and procedures.
5. We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring or right to work checks.
6. We will work collectively for the benefit of the trust.
7. We will be candid but constructive and respectful when holding senior leaders to account.
8. We will consider how our decisions may affect the trust and local community.
9. We will stand by the decisions that we make as a collective.
10. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
11. We will only speak or act on behalf of the trust board if we have the authority to do so.
12. Trustees: We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
13. When making or responding to complaints, we will follow the established procedures.
14. We will strive to uphold the trust's reputation in our private communications (including on social media).
15. We will have regard to our responsibilities under [The Equality Act](#) and will work to advance equality of opportunity for all.
16. Those governing at local level: We will act as local ambassadors for our trust.

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school/s well and welcome opportunities to be involved in school activities.
5. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting a school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with leaders, staff, parents and other relevant stakeholders from our local communities.
2. Those governing at local level: We will champion the voices of our school community and stakeholders.
3. Those governing at local level: We will establish effective working relationships with trustees.
4. Trustees: We will engage with and be accountable to those governing at local level.
5. Trustees: We will respect the remit of, and engage constructively with, relevant authorities, sector bodies and other trusts.
6. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
7. We will work to create an inclusive environment where each board member's contributions are valued equally.
8. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of the trust when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the [register of business interests](#).
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the trust's website.
5. We will act as a trustee/academy committee member, not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the trust board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the trust website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

Adopted by: [Governing board] on [date] **Signed:** [chair of board]

We agree that this code of conduct will be reviewed annually and endorsed by the full governing board.

APPENDIX THREE

Glossary of terms

Most governors at Skelton, indeed at most schools are not from the world of education and as you have already read, the world of education has its own language. This is a useful glossary that explains some of the strange terms and acronyms that you might hear during your time as a governor but were “afraid to ask”.

Academies Publically funded independent schools

Admission Authority The body responsible for setting the admission criteria determining admission to schools – this may be the governing body or the local authority, depending upon the type of school.

Agreed syllabus A non-denominational syllabus of religious education required to be used in Community and Voluntary Controlled schools and drawn up by a SACRE (see below).

Appraisal A review of an employee’s performance, especially for the purposes of staff development.

ASCL Association of School and College Lecturers

Associate Member A member of the governing body (with limitations on their voting rights) representing staff, community or local businesses chosen by members of a governing body who have themselves been elected or appointed.

AST Advanced Skills Teacher

ATL Association of Teachers and Lecturers.

Attainment targets These establish what children of differing ability should be expected to know and be able to do by the end of Key Stage of the National Curriculum. Each target is graded into eight levels which pupils climb up as they learn more.

AWO Attendance Welfare Officer. A professional worker who visits pupils’ homes and deals with attendance problems and other welfare matters in co-operation with the school.

AWPU Age-Weighted Pupil Unit. The sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school.

Baseline assessment Assessment of pupils’ attainment within the first seven weeks of their primary education.

Basic skills Reading, writing and arithmetic.

Capital expenditure Spending on projects, improvements, and extensions to the school.

Catchment area The area from which a school takes its pupils.

Circulars Policy statements issued by the DfE to explain, interpret and give guidance about legislation.

Community schools Term used in the SSFA (see below) to describe former LA-maintained schools or Grant Maintained schools which opted to become Community schools.

Community Special Schools Term used in the SSFA to describe former LA-maintained Special schools or Grant Maintained Special schools which opted to become Community Special schools.

Competitive tendering Obtaining quotes or tenders from alternative suppliers before awarding contracts.

Core curriculum English, Maths and Science – these are studied by all pupils.

COSHH Control of Substances Hazardous to Health.

CPOMs electronic system used for recording pupils’ concern

CPD Continuous professional development for school staff.

DDA Disability Discrimination Act

DED Disability Equality Duty

Delegated budget Money provided under Fair Funding (see below) which governors can manage at their discretion (see also Devolved funds, below).

Delegated powers Authority given to a committee, an individual governor or the headteacher to take action on behalf of the governing body.

Designated Teacher Advocates who liaise with other services on behalf of young people in care.

Devolved funds Such as the Standards Fund, are those which have to be used for specific purposes.

DFE Department for Education.

DSG Dedicated School Grant

DSL Designated Safeguarding Lead

Differentiation The organisation of teaching programmes and methods specifically to suit the age, ability and aptitudes of individual children.

Directed time Time when a teacher must be available to carry out duties, including attending staff and parent meetings, under the direction of the headteacher. Maximum of 1265 hours in a school year.

Disapplication A term used where National Curriculum requirements may not apply to a pupil.

EAL English as an additional language

EBD Emotional and Behavioural Difficulties.

ECM Every Child matters

ESO Education Supervision Order which LAs may apply for to deal with cases of poor attendance at school.

Exclusion The temporary or permanent banning of a pupil from school for serious breaches of the school's behaviour and discipline policy.

Extended schools/services Schools that provide a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community.

Fair Funding The system of funding for schools introduced in April 1999 which set the framework for the financial relationship between schools and their LAs.

Form 7 A DFE form submitted by every school each January to record the number of teachers employed, the number of children in each age group, the organisation of classes and so on.

Foundation schools LA maintained schools in which the governing body is the employer, owns the land and buildings and sets the admissions criteria. Often former Grant Maintained schools.

Foundation Stage Stage of National Curriculum prior to KS1 (for Nursery & Reception children)

FSM Free School Meals.

GNVQ General National Vocational Qualification.

GTC General Teaching Council.

HLTA Higher Level Teaching Assistant

HMCI Her Majesty's Chief Inspector of Schools

HMI Her Majesty's Inspector.

HSE Health and Safety Executive

IEP Individual Education Plan for pupils with special educational needs.

Instrument of Government A legal document setting out the composition of governing bodies. ISCG Information for School and College Governors.

I(C)T Information (and Communication) Technology.

KPI KeyPerformance Indicators.

KS1-4 Key Stages – the four stages of the National Curriculum: KS1 for pupils aged 5-7; KS2 for 7- 11; KS3 for 11-14; KS4 for 14-16.

LA Local Authority (formerly Local Education Authority)

Mixed ability / streaming A teaching group in which children of all abilities are taught together.

NAHT National Association of Headteachers.

NAS/UWT National Association of Schoolmasters/Union of Women Teachers.

National Curriculum This was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education which is relevant to their needs.

NCPTA National Confederation of Parent Teacher Associations.

NFER National Foundation for Educational Research.

NGA National Governors 'Association. The national organisation for governors.

NGfL National Grid for Learning

NNEB National Nursery Examination Board.

Non-teaching (Support) Staff Members of the school staff employed by the governors to provide services in a school but not to teach, such as classroom assistants, cleaners and school secretaries.

NQT Newly Qualified Teacher.

NRwS New Relationship with Schools

NUT National Union of Teachers.

OFSTED Office for Standards in Education. The body which arranges, and set standards for, school inspections.

PAN Planned Admissions Number – formerly PAL (Planned Admissions Limit). The number of children the LA (or governing body of an Aided or Foundation School) determines can be admitted to the school. It can be above the Standard Number (see below) but may not be below it. Used as basis for determining admission appeals.

PAT Professional Association of Teachers.(now VOICE)

Peripatetic teacher One who teaches in a number of schools, to give specialist instruction, eg in music.

PGCE Post-Graduate Certificate of Education. A teaching qualification which includes a period of practical teaching experience.

PGR Parent Governor Representative elected to serve on a local authority committee discharging the education functions of the LA.

PLASC Pupil Level Annual School Census

PPA Planning, preparation and Assessment – 10% guaranteed non-contact time for teachers.

PRP Performance Related Pay.

PRU Pupil Referral Unit

PSP Pastoral Support Programme for pupils at serious risk of permanent exclusion.

PTA Parent Teacher Association – or PSA (Parent Staff Association).

PTR Pupil/Teacher Ratio. This is calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers.

Pupil profile Broad evaluation of a pupil's personality, interests and capabilities. This forms part of the pupil's

QCA Qualifications and Curriculum Authority.

QTS Qualified Teacher Status

Quorum The minimum number of members at a meeting before decisions can be made.

RAISEonline Reporting Analysis for Improvement through School Self-Evaluation is a web –based system to disseminate school performance data to schools.

Resolution A formal decision which has been proposed, seconded and agreed – not necessarily by a vote – at a meeting.

RgI/RI Registered Inspector, who is authorised to lead an inspection team (colloquially, a 'Reggie').

ROA Record of Achievement.

SACRE Standing Advisory Council on Religious Education. Local statutory body which advises on religious education and collective worship.

'SATs' Standard Assessment Tasks© used for National Curriculum Assessment.

Secondment The release of staff on a temporary basis for work elsewhere.

Schools Forum A Schools Forum has been established in each LA area to advise on the allocation of the funding for schools; the majority of places on this body should be filled by governors and headteachers.

SEF Self-Evaluation Form

SEN Special Educational Needs. Learning difficulties for which special educational provision has to be made. May include children with physical disabilities or emotional and behavioural disorders.

SENCO SEN Co-ordinator. The teacher responsible for co-ordinating SEN provision in the school.

Setting A system of organising pupils into ability groups for particular subjects.

Sibling A brother or sister.

SIMS Schools Information and Management System. A computer package to assist schools in managing information on pupils, staff and resources.

SPS Skelton Primary School

Special school A school for children whose special educational needs cannot be met within a mainstream school.

Specialist school/college All maintained schools may apply for Specialist Status, allowing them to have a special focus on a chosen subject area , whilst meeting national Curriculum requirements. Special unit A unit attached to a mainstream school to cater for children with specific special needs.

SOC School Organisation Committee. Required to be established by the LA to consider its School Organisation Plan (SOP) for the provision of school places in its area.

SSAT Specialist Schools and Academies Trust

SSFA School Standards and Framework Act 1998.

Standard Number (SN) The legally determined number of pupils in the admission year group below which the PAN (see above) may not be set.

STRB School Teachers' Review Body. Makes recommendations to the Secretary of State on teachers' pay.

Standards Fund Devolved monies for school improvement projects, including staff development and governor training, some of which may be earmarked for specific purposes.(Being discontinued from 2008)

Statementing (Early Health Care Plans EHCP) The procedure by which a child is formally assessed under the 1996 Education Act as having significant special educational needs.

Streaming Placing pupils in classes according to their ability.

TAs teaching Assistants

TDA Training and Development Agency for Schools

PDD Teacher Education Day. Each year 5 days during term time (now known as 'Inset' days and formerly Baker days) are set aside for staff training. Pupils do not attend school on these days.

TLRs Teaching and Learning Responsibilities

Threshold Teachers may apply to be assessed to be paid above the threshold of their incremental pay.

Trust deed The deed by which a Voluntary Aided or a Voluntary Controlled school has been established.

Trust Schools Foundation schools with a foundation body established under the Education and Inspections Act 2006 – the foundation body may appoint either a minority or a majority of the governing body.

TTA Teacher Training Agency.

UNISON Union of Public Employees

VA Voluntary Aided. School maintained by the LA except for some particular aspects, such as paying 15% towards some building costs. Usually a denominational school in which the governors have particular religious rights and also responsibilities.

Value Added When pupils are enabled to achieve above their assessed performance levels; the additional benefits accruing from, eg, a school's ethos or extra-curricular activities.

VC Voluntary Controlled. A denominational school wholly maintained by the LA but with certain residual rights regarding religious worship.

Vertical grouping Classes formed (in primary schools) with children of different age groups.

Virement The agreed transfer of money from the budget heading to which it has been allocated to another budget heading.

VOICE formerly Professional Association of Teachers

Walking distance The statutory distance beyond which the LA must provide free school transport is two miles for children up to 8 years old and three miles for those aged 8 and over.

Work experience A planned programme as part of careers education which enables pupils in school time to sample experience of a working environment of their choice.

APPENDIX FOUR

Useful resources:

<http://www.education.gov.uk/a0056549/roles-of-governing-bodies-and-headteachers>

<http://www.education.gov.uk/governorline>

<http://www.education.gov.uk/schools/leadership/governance/traininganddevelopment/a0056738/governor-support-and-resources>

<http://www.ofsted.gov.uk/resources/good-practice-resource-%E2%80%93-school-governance-learning-best>

<http://www.ofsted.gov.uk/resources/strong-governance-learning-best-hmci-speech>

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00091-2012> <http://www.ofsted.gov.uk/resources/school-inspection-handbook> <http://www.education.gov.uk/a0056626/committees-of-the-governing-body>