

# Governors' Induction Pack



Rainow Primary School  
Caring, Learning, Achieving

# Rainow Primary School Governor Induction Pack 2022

## Introduction

Welcome to your new governor induction pack. This pack helps to explain the roles and responsibilities of being a governor, how the governing body is structured in our school and how the governing body carries out its duties.

This pack includes the following:

- School Vision, Values and Aims
- The different types of governor
- The responsibilities of a governor
- The responsibilities of the Head teacher, Leadership Team and the Chair of Governors
- Being an effective governor
- The Governing Body membership and structure
- Useful terms and abbreviations

Relevant supporting information can be found on the school website <http://www.rainowpri.cheshire.sch.uk/>

Here you will find:

- A Governors' Section
- Newsletters
- Term dates
- Staff lists
- Copies of the school policies
- Links to Ofsted Reports
- School Academic Achievement
- Pupil Premium information

And much more!

Before becoming a Governor in our school we would ask you to complete the following:

- A pecuniary interests statement
- A skills matrix



## Caring

Well-being is of paramount importance to us. We are a welcoming school that provides a supportive and caring environment for pupils, their families and staff members.

We aim to:

- develop a culture of respect, kindness and consideration for others and self;
- encourage an ethos which promotes enthusiasm and enjoyment;
- teach, encourage and maintain good discipline, including self-discipline;
- encourage a strong sense of belonging and involvement ensuring everyone is heard;
- develop an understanding of a healthy lifestyle and develop an awareness of how to stay safe;
- promote the development of the child as a shared responsibility between home and school, encouraging parents to take an active role;
- foster an appreciation and care for the environment within school, the local community and the wider world.

## Learning

Teaching and learning at Rainow inspires curiosity. We believe that equipping children with the skills and knowledge of *how* to learn is equally, if not more important, than what to learn.

We aim to:

- provide an innovative, relevant and creative curriculum, developed and delivered with high expectations for progress;
- promote our Learning Values as crucial to help develop effective learning behaviours (read about our values [here](#))
- capitalise on the school's unique environment to enhance learning;
- actively engage with the wider community in developing life skills to enhance, enrich and reinforce learning;
- encourage children to develop independence within their learning, use initiative and view mistakes and failure as a pathway to improvement;
- develop a love of learning which will last a lifetime.

## Achieving

We are a high achieving school and pride ourselves on good academic results but not at the expense of developing the whole child. We encourage children to strive to be the best version of themselves and understand that labelling children works to limit them. We actively promote and celebrate extra-curricular achievements and good behaviour.

We aim to:

- ensure high academic achievement through teaching practices which build confidence, independence and develop initiative;
- recognise the fundamental importance of attainment in the core curriculum areas and ensure that each child maximises their potential in maths, reading and writing;
- give children the opportunities to maximise their academic, artistic, personal and sporting potential;
- identify children with any special learning needs early, and make provision for them;
- train and develop all staff to meet the needs of the school, support their career aspirations and enable them to fulfil their professional potential.

## Mission Statement/Motto:

'Caring, Learning, Achieving'

## Vision

Growing a community of life-long learners who will **care** for each other, who will work hard to **learn** new things every day and who will **achieve** more than they thought possible.



## Different types of governor:

**Parent Governors** - parents or carers elected by other parents or carers with children at the school or, on occasion, appointed by the governing body (co-opted);

**Staff Governors** - the Headteacher and staff members elected by teaching and support staff;

**Community Governors** - individuals chosen by governors from the local community who represent community interests;

**LA Governors** - appointed by the Local Authority who take regard of the skills and experience which schools require and appoint candidates who support the schools' ethos and mission;

**Associate Members** - a discretionary category appointed by the governing body from individuals who may be able to make specific contributions, but who is not a governor and has no vote at full governing body meetings but may have limited voting rights at committee level.

## Training Opportunities

Many new governors have confessed to being quite bemused during their first meetings and some feel unprepared for the barrage of papers with which they were greeted. In order to be effective, every governor needs some basic knowledge about their school and needs to be able to set this against a wider understanding of education. For both new and experienced governors there are training courses run by the Local Authority (LA). All governors are encouraged to take advantage of the training on offer. These courses are free of charge to governors.



## What School Governors Do

A school governing body has a strategic role in the development of the school but does not become involved in day-to-day management issues – that is the role of the Head Teacher.

You are there to:

**Provide a strategic view** - help to set and maintain the broad framework within which the Head Teacher and the staff should run the school.

**Act as a critical friend** - provide the Head Teacher with support and offer advice and information but also to provide some challenge. The governing body is there to monitor and evaluate the school's effectiveness and governors should therefore be prepared to ask challenging questions.

**Ensure accountability** - the Head Teacher and staff report to the governing body on the school's performance. In turn the governing body is accountable to all stakeholders on the school's overall performance.

### Governing Bodies Do Not:

- inspect the school
- report on the quality of teaching after visiting the school
- authorise all expenditure
- share concerns about staff capability
- decide on how pupils are taught different subjects
- have the right to exclude a pupil
- write the school's policies on their own
- rubberstamp recommendations from the Headteacher
- automatically approve all apologies for absence for meetings sent by governors
- need to be aware of the performance objectives which have been set for individual teachers
- write school action plans





# Specific responsibilities of the Governing Body

- set the overall budget for the school
- decide on the number of staff
- decide on the level of pay for teachers
- help to decide the priorities for the school when the School Development Plan is being developed
- ensure the National Curriculum is taught to all pupils
- ensure the school publish national test and exam results
- compare the performance of their school to similar schools
- receive information about the quality of teaching in the school
- have a published strategy for dealing with parental complaints and concerns
- ensure health and safety issues are addressed
- set the times of school sessions
- consult the Headteacher when making decisions
- ask challenging questions
- help develop school policies and procedures
- consider the repair and maintenance of school buildings
- consider the use of school premises outside school hours
- appoint committees of governors to look at specific issues such as finance, staffing, curriculum and premises.



### **The Key Responsibilities of the Headteacher are:**

- the internal organisation, management and control of the school
- Performance Management of all staff
- formulating aims, objectives and policies for the governing body to consider adopting
- advising on and implementing the governing body strategic framework
- giving governors the information they needed to help the school raise its standards
- reporting on progress at each Business meeting

### **The Key Responsibilities for the Leadership Team are:**

- to support the head teacher in the day to day running of the school
- to oversee an OFSTED area for the next inspection

### **The Chair of Governors is responsible for:**

- giving a clear lead in organising the governing bodies work, delegate and ensure other governors are fully involved
- manage meetings effectively
- keep other governors fully informed
- hold regular meetings with the Head Teacher
- co-operate with other agencies to support school improvement

The Chair has a pivotal role to play in helping the governing body work as a team. The Chair must have a clear view of the governing body and understand the shared visions for the school and know how that vision is to be achieved.



## What Makes an Effective School Governor?

- you care about improving children's educational attainment
- you want to work as part of a team and can value and respect the contribution made by different people
- you are willing to listen, learn and to ask questions
- you are open to ideas and have a feel for what is important to people
- you are enthusiastic
- you can commit time and energy
- you will attend relevant training

## What Does the Effective Governor Need to be Familiar With?

- the recent history of the school
- the type of school and the nature of the pupil intake
- the number of pupils on roll and projected future numbers
- how the school is staffed, organised and managed
- the status of the school budget
- the contents of the School Development Plan
- the curriculum provided at the school
- the range of extracurricular activities on offer and the nature of any extended services
- the school policies
- how the school communicates with parents, other schools and the community
- the layout of the buildings, grounds, their suitability and state of repair

## How Much Time Do Governor's give?

A governor's term of office is usually for four years, but as a volunteer you can resign at any time. Your main task is to attend meetings of the school governing body. The Full Governing Body meeting normally take place once each term. Each committee normally meets once a term, but may meet more frequently depending upon current issues the committees are involved with.

We actively encourage our Governors to visit school as part of their role in monitoring and evaluation to observe practice, meet with staff and to familiarise themselves with the school. Governors are usually welcome, by invitation, to attend school performances, events and some staff training. All Governors are encouraged to be aligned to at least one subject within school. This gives governors an opportunity to build a relationship with staff and to champion this subject at meetings of the governing body which focus on curriculum development. We recognise that not all governors can visit school during the day due to work commitments.





## **Be Prepared for a Meeting:**

- read the papers before the meeting
- know who all the governors are (governors could be asked to wear name labels to help you)
- make sure you have all the necessary papers prepare your thoughts and questions before the meeting
- bring with you a pen, your diary and your annotated papers

## **Attendance**

Any governor who, without permission, is absent from meetings of the full governing body for a continuous period of six months will cease to be a governor. If you need to offer apologies for a meeting this should be done through the Chair or the clerk in advance of the meeting with the reason for your absence noted.

## **Confidentiality**

Governing body meetings are not open to the public. Visitors may attend by invitation but may be asked to leave if a confidential item is discussed. Governors observe confidentiality regarding proceedings of the governing body in meetings and from their visits to school as governors. How an individual governor votes should always be regarded as confidential. The minutes of any part of the meeting that are confidential should be kept separate. In the main confidential items will be those where the privacy of an individual needs to be respected.

## **Governors and the law**

The intention of the law is that governors should be accountable and business should be transparent with any confidential items being kept to a minimum. Any old documents governors wish to dispose of should be shredded, given the sensitive nature of some of the information.

## **Frequency, notice & duration of meetings**

You will usually be given a terms notice of the next full governing body meeting date. You should receive your papers for the formal full governing body meetings seven days before the meeting with the papers setting out details of the date, time and place. Committee meetings are organised by the committees and contact is made by email or telephone giving governors details of agendas or necessary information they need for a meeting.



## Agenda

The agenda, which will be contained with your notification for the meeting, will list all the items that are to be discussed at the meeting. Consider the agenda carefully before the meeting and make notes where there are items of particular interest or importance to you or where you want to ask a question.

You have the right to request that an item be placed on the agenda by contacting the Chair or clerk a few weeks before the meeting. If “Any Other Business” features on your agenda and you wish to raise an issue under this item you must discuss this with the Chair prior to the start of the meeting so the Chair can evaluate whether the meeting is an appropriate forum for the issue and can allow sufficient time for discussion.

## Quorum

If a meeting of the governing body cannot be held for a lack of a quorum (50% of current membership) or has to be terminated on that account before all agenda items have been completed, the clerk must convene a further meeting as soon as reasonably practicable. If the governing body decide to terminate the meeting before all agenda items have been completed, it must first fix the date and time for a further meeting at which the outstanding items will be considered and must direct the clerk to convene that meeting accordingly.

## Register of Pecuniary Interests

Governors and school staff have a responsibility to avoid any conflict between their business and personal interests and affairs and the interests of the school. Each Governor is required to complete this register each year. A copy for you to sign is included in the supporting information and needs to be returned to the head teacher the policy explains the process this is included.

## Minutes

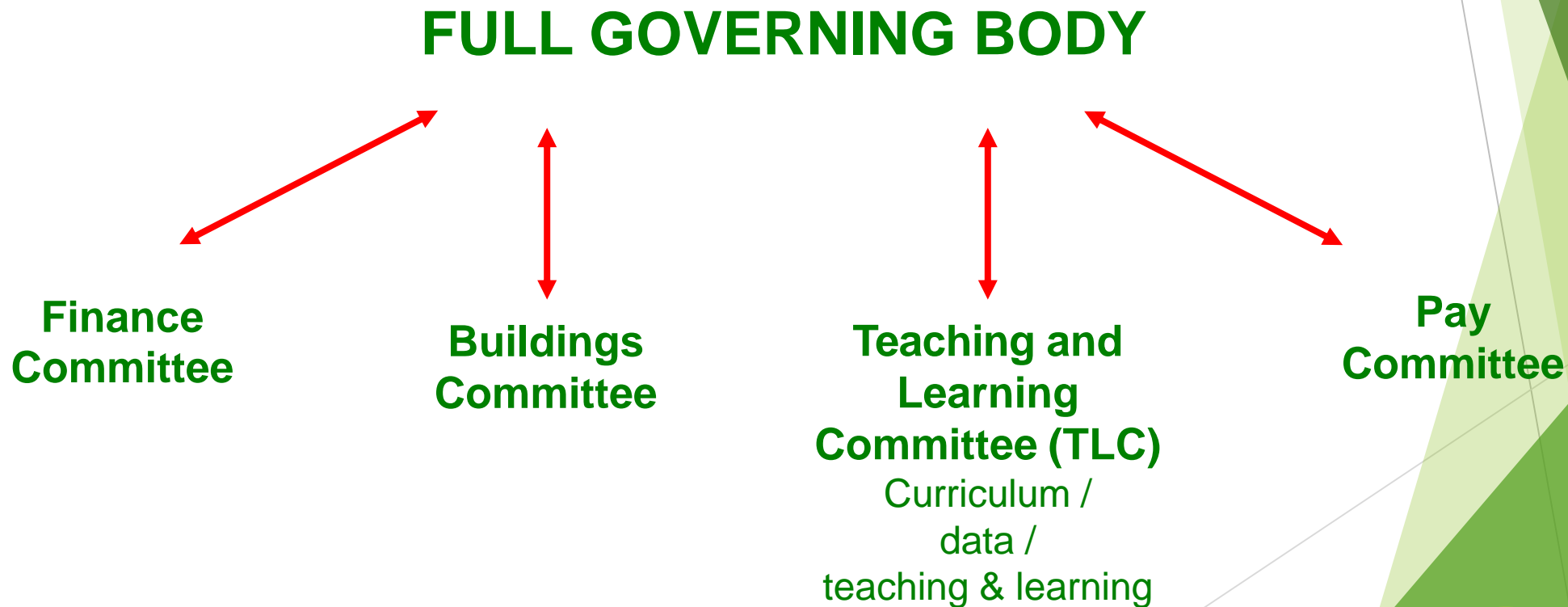
The clerk takes minutes of the meetings which are a record of what happens at that meeting. Minute takers at committee meetings are agreed at the start of the meeting. Once approved by the full governing body, the minutes are a public record.



## How the Governing body is structured

The Full Governing Body will meet once each term for a formal business meeting which looks at current issues within the school, takes a report from the head teacher and also takes feedback from the committees.

Whilst each Committee has a specific area of responsibility, the support of other committees may need to be sought before decisions can be actioned. Each committee has a core membership and arranges its meetings within the group; however, all governors are invited to attend committee meetings where they feel they wish to be involved in a specific issue.



# Useful terms and abbreviations

## A

**Admission limit** the maximum number of pupils intended to be admitted into any year of a school

**AEN** Additional Educational Needs. A wider term than SEN, attempting to recognise additional needs

**ACE** Advisory Centre for Education. A non-profit making campaigning body, which provides educational advice to parents and others

**AMP** Asset Management Plan

**Appeals** parents have the right of appeal against decisions relating to admission to schools, special educational provision and exclusion from school

**Appraisal** the periodic reviewing of staff to identify their future needs in terms of training and staff development generally

**APR** Annual Performance Review

**AQA** Assessment and Qualifications Alliance. The largest examining board in the UK

**AST** Advanced Skills Teacher

**Attainment** target the knowledge, skills and understanding which pupils are expected to have by the end of each national curriculum key stage

**AT** Attainment Target

**AWPU** age weighted people 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

## B

**Ballot** a method of voting, usually secret.

**Baseline assessment** assessment of pupils' attainment on entry

**Benchmarking** the technique which permits the comparison of data between schools or different departments and schools to allow performance to be assessed.

**Best value** replaces compulsory competitive tendering and confirms the need for all council services to be efficient, cost effective and responsive to client needs

**BIP** Behaviour Improvement Programme

**BME** Black and Minority Ethnic

**BSF** building schools for the future. A 10 to 15 year programme for the rebuilding or refurbishing of schools

**BV** Best Value



## C

**CAF** Common Assessment Framework

**Capital expenditure** spending on building projects and large items of equipment

**Casting vote** an additional vote to be used by the Chair when an equal number of votes are cast

**Child protection governor** the governor who oversees child protection

**Clerk** the person appointed to carry out administrative duties to the governing body such as preparing the agenda, managing meetings and dealing with correspondence. The clerk advises the governing body on legal and procedural matters

**Collective worship** a single act of worship for all pupils required to take place in maintained schools

**COGS** Co-ordinators of Governor Services

**CPD** continuing professional development

**CVA** contextual value added

## D

**DDA** disability discrimination act

**Delegated budget** money which governing bodies can use to their discretion

**Delegated powers** committee or the Head Teacher permitted to take action on behalf of the governing body

**DFE** Department for Education

**Devolved capital funding** funding allocated to schools specifically for large capital projects

**Directed Time** when a teacher must be available to carry out duties, including attending staff and parents meetings under the direction of the Head Teacher

## E

**EBD** emotional and behavioural difficulties

**ECM** Every Child Matters

**ECT** Early Career Teacher

**EDP** education development plan

**EHA** Early Help Assessment

**EWO** education welfare officer

**Ex officio** an individual who is able to attend meetings by virtue of holding a particular office

**Exclusion pupils** removed from schools for serious misconduct, either for a fixed period or permanent

**Extended services** a range of services or activities offered before or after the normal school day for the pupils, families and wider community



## F

**FTE** Fixed Term Exclusion

**FOI** Freedom of Information

**FSM** free school meals

**FTE** full-time equivalent

## H

**H&S** health and safety

**HE** higher education

**HLTA** higher level teaching assistant

**HMI** her majesty's inspector

**HMCI** her majesty's chief inspector

**HSE** health and safety executive

## I

**IBP** Individual Behaviour Plan

**ICT** information and communications technology

**IEP** individual education plan, drawn up for children with special needs

**IIP** Investors in People

**IMD** Index of Multiple Deprivation

**INSET** in-service education and training for staff

**Instrument of government** the legal document setting out the composition of the governing body

**ISR** individual school range

**ITT** initial teacher training

## K

**KS** Key Stage - the National Curriculum

is divided into four key stages:

Key Stage One - pupils aged 5 – 7;

Key Stage Two - pupils aged 7 – 11;

Key Stage Three – pupils aged 11-14, and

Key Stage Four – pupils aged 14 to 16

## L

**LA** Local Authority

**LAC** Looked After Children

**LEA** Local Education Authority

**LMS** Local Management of Schools where schools manage their own budgets

**LSA** Learning Support Assistant

**LSC** Learning and Skills Council





## M

**MAT** Multi-Agency Team

**MAT** Multi-Academy Trust

**Mixed Ability** teaching group in which children of all abilities are taught together

**MLD** Moderate Learning Difficulty

**MPS** Main Pay Scale

**MSB** Mainstream Support Base

## N

**NAHT** National Association of Head Teachers

**NASUWT** National Association of Schoolmasters and Union of Women Teachers

**National Curriculum** the curriculum required by law to be taught in all schools. The governing body shares with the LA and the Head Teacher the responsibility of ensuring that it is implemented

**NCVQ** National Council for Vocational Qualifications

**NGA** National Governors Association

**Notice** to improve OfSTED judgement

**NPQH** National Professional Qualification for Head Teachers

**NTA** Non-Teaching Assistant

**NUT** national union of teachers

**NVQ** National Vocational Qualification

## O

**OfSTED** Office for Standards in Education.

The body which arranges and sets education standards

## P

**PAN** Pupil Admission Number

**PFI** Private Finance Initiative

**PGCE** Postgraduate Certificate in Education

**PI** Performance Indicators

**PIVATS** performance indicators the value added target setting

**PLASC** Pupil Level Annual School Census

**PLAC** Post Looked After Children

**PM** performance management

**PoCA** Protection of Children Act

**PPA** planning, preparation and assessment time for teachers (10% guaranteed non-contact time)

**Prospectus** information about an individual school.

**PRU** pupil referral unit

## Q

**QCA** Qualifications and Curriculum Agency

**QTS** qualified teacher status

**Quorum** the minimum number of members at a meeting for decisions to be made



## R

**RA** record of achievement

**RE** religious education

**Risk assessment** assessment of the risks to health and safety pupils and staff are exposed to whilst undertaking specific activities

## S

**SATs** standard attainment tasks used to assess attainment at the end of key stages of the National Curriculum

**SDP/SIP** school development plan/school improvement plan

**SEF** self-evaluation form

**SEN** special educational needs

**SENCO** special educational needs coordinator. The teacher responsible for coordinating SEN provision in the school

**Secondments** the release of staffing on a temporary basis for work elsewhere

**SIP** School Improvement Partner

**SLA** service level agreement

**SLD** severe learning difficulty

**SMT** senior management team

**Special measures** a school which, when inspected has failed to provide an acceptable standard of education

**Special school** a school for children and young people whose needs cannot be met in a mainstream school

**Stakeholders** person or group of people with an interest in a particular organization, for example, a school, stakeholders being parents, staff, pupils, governors, the community etc.

**Supply teacher** a teacher who works in the school on a temporary basis to cover staff absence

## T

**TDA** teaching and development agency

**TLR's** teaching and learning responsibilities

**TTA** teacher training agency

## U

**Unauthorised absence** absence by pupils from school which is not otherwise authorised

**UPS** upper pay scale



## V

**VA** voluntary aided. Schools set up by and owned by a voluntary body, usually the church body largely financed by the local authority. The governing body employs staff, controls pupil admissions and religious education.

**Value-added** the progress schools help pupils make relative to their individual starting points

**Virement** the transfer of certain sums of money from one budget heading to another

