

# **SHENFIELD HIGH SCHOOL**

**GOVERNORS HANDBOOK**

**2018-19**

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**ABOUT SHENFIELD HIGH SCHOOL**

Shenfield High School provides learning for life.  This focus underpins everything we do.  Founded in 1962, our school has a deep-rooted tradition of providing a rounded educational experience for students supported by a strong set of values.  In a rapidly changing world this is of vital importance.

At Shenfield High School we encourage everyone to have the highest expectations of themselves and each other so that learning is always at the centre of what we do.  We know that students need to feel comfortable and secure in order to be the best they can be and so we focus on creating a supportive and happy environment. We aim to know our students and know them well.

We are a confident, ambitious and purposeful school.  We emphasise high aspirations, mutual respect and learning as a lifelong journey.  We have spirit and are Team Shenners.

Our philosophy of learning for life is supported by our values:

***Learning:*** Develop your skills. Find your talents. Expand your interests. Be challenged. Work hard. Apply yourself and show commitment. Plan your pathway. Explore and discover.

***Respect:*** Behave courteously towards others. Respect differences and recognise worth. Listen. Empathise. Understand. Include. Reach out to others and belong.

***Responsibility:***  Take responsibility for yourself and your actions. Grow in maturity and get ready to live in a fast changing world. Enjoy yourself but understand the need for co-operation. Behave with integrity and moral courage.

***Security:***  Know and be known. Develop relationships based on trust and mutual respect. Support others. Be supported. Know that mistakes can be put right. Help others to find their strengths. Be confident of your important place in the world.

***Community***: Be a vital part of our community. Find a way to live and grow together. Be proud of what we can achieve as individuals and in partnership. Inspire and be inspired. Make a contribution. Make a difference.

***Success***: Believe that you can.

We want our students to:

Show respect for themselves and others

Be curious and develop the skills they need to become lifelong learners

Be responsible, caring and ready to make a positive contribution to our community

Be emotionally and physically healthy with a strong sense of self worth

Be the best they can be, reaching their goals and achieving success

**SHENFIELD HIGH SCHOOL’S STRATEGY**

Shenfield is operating in a very challenging local and national environment. Having remodelled itself as a smaller school over a number of years, in response to an oversupply of student places in the local area, the School is now growing again, is in demand and is over-subscribed. The School is now admitting in excess of its planned numbers in Year 7 and has a burgeoning 6th form. Its academic performance has improved substantially and it does well against the Government’s accountability measures and in comparison with national outcomes. Nevertheless, the financial challenge, exacerbated by real-term cuts in funding and unfunded Government national decisions, continues, and occupies much of the Governing Body’s time.

Our strategic focus remains whole school improvement. This focus encompasses the emotional and mental wellbeing of our students as well as their academic achievements.

The emphasis on strengthening the quality of teaching across all subjects and thereby maximising students’ opportunities to make good progress has been, and continues to be, the foremost strategy. In addition, recognising the popularity and strength of the 6th form, we will continue the expansion of Key Stage 5 student numbers. In parallel, we will continue to support the unique offers of the School:

* Cricket and Football Sporting Academies, offering a strong mix of academic study and professional coaching at KS5 for both girls and boys
* A Junior Sports Academy, from KS3, offering a broad range of sporting and other opportunities to develop wellbeing and life skills, such as team leadership, alongside an academic curriculum
* A Performing Arts Academy, offering professional support for those with dance, acting and musical talents and aspirations, alongside an academic curriculum
* Access to these enhanced specialisms from Year 7 for a number of students admitted on aptitude
* An on-site vocational offer that provides opportunities for those for whom mainstream education can provide a challenge
* A cadet force, which, from November 2018, will be affiliated to the 7th Parachute Regiment Royal Horse Artillery, providing students with opportunities to develop wide-ranging life skills and to gain experience and expertise in areas such as engineering, with the potential career paths that follow

In light of the major funding pressures the School has experienced, it has had to take some tough staffing decisions. However, restructuring has enabled further development of the School’s improvement strategy. An enhanced leadership team has enabled:

* outreach support to primary schools in English and Maths, to try to ensure that students joining the School in Yr7 make good progress from the outset, tackling the issues raised in Ofsted’s report “KS3 The Wasted Years”.
* the development of PREP (to replace homework), the Super-curriculum (to broaden learning beyond the examinable), CADRE86 (to support staff in developing their practice via research) and revision of KS3 assessment to be based on subject requirements rather than performance in KS2 SATs. The combination of these initiatives is seen as a way to secure step change in the School’s overall performance, building on the incremental improvements we have seen over the last few years. In particular, the new assessment regime should enable early identification of students needing additional support in subject areas before KS4, improving their chances of success at GCSE; it enables assessment against subject-specific requirements rather than against what was achieved in KS2 in English and Maths. Our PREP policy supports our strategy to develop students as independent learners who are prepared for the rigours of the new GCSE and A level courses because they have learnt the necessary skills in KS3.
* an increase in the number of Designated Safeguarding Leads, to provide support to our dedicated pastoral team. This team includes those responsible for, for example, SEN, e-safety, attendance, behaviour, safeguarding and pupil premium students. Governors have made a strategic decision to protect the very strong and highly regarded pastoral offer the School has. This comes at great cost; the work is challenging and places major emotional demands on the excellent staff who work in this area. It has a large financial cost, which other schools have chosen not to meet, reducing their pastoral offer accordingly. As such, Shenfield High School has become ever more attractive to parents whose children face challenges, and, for example, we have a higher proportion of students with special needs than other Essex schools generally. As a result, it also risks our performance against key Government accountabilities in terms of student outcomes. However, governors believe strongly that our ethos is to provide a truly comprehensive education and the rewards for this approach can be seen in the number of our students with challenges who go on to exceed expectations.
* a strong emphasis on continuous professional development for our staff, both teaching and support. Feedback from staff surveys is positive and staff turnover is low. This is critical in the face of the current teacher recruitment crisis.

This strategy is delivered through the School’s Strategic Improvement headlines, supported by detailed operational team plans. Please contact the School for a copy of its up to date Strategic Improvement headlines.

In 2014, Ofsted judged the School to be “good” and was full of praise for the rapid increase in standards examination results demonstrated, the broad and balanced curriculum on offer and the professionalism and quality of our staff. This was the best indicator we could have had that our strategy was the right one and was producing the results we need. For a more detailed report on School performance, see the latest Annual Report and Accounts on our website. However, as Governors, we cannot be complacent and we monitor student progress regularly as part of our governance responsibilities, to ensure that improvement is not only sustained but grows. We have been expecting Ofsted to re-inspect the School since the Autumn term of 2017 and we aim to present to them a School which has made even greater strides towards exceptional excellence than they saw last time.

**THE SCHOOL’S GOVERNANCE**

The School, as an Academy, is a company limited by guarantee which is registered at Companies House and a Trust.

Its Governing Body are directors of the company, and three of the body also act as members of the company: the Chair, the Vice Chair and the Chair of the Resources Committee. The Company’s Articles of Association (**Appendix A)** [**http://www.shenfield.essex.sch.uk/downloads/content/Articles%20of%20Association.pdf**](http://www.shenfield.essex.sch.uk/downloads/content/Articles%20of%20Association.pdf)and the Academy’s Funding Agreement with the Education Funding Agency (a copy of this can be found on the school website) are the governing documents for the School. Governors are also trustees of the Trust.

The Governing Body is the school’s accountable body. It is responsible for the conduct of the school and for promoting high standards. The Governing Body aims to ensure that students are attending a successful school which provides them with a good education and supports their well-being.

The Governing Body, as Ofsted will evaluate:

Sets the strategic direction of the School by:

* Setting the values, aims and objectives of the school
* Agreeing the policy framework for achieving those aims and objectives
* Setting statutory targets
* Agreeing the school improvement strategy which includes approving the budget and agreeing the staffing structure

Holds the Headteacher to account, challenging and supporting by monitoring, reviewing and evaluating:

* The implementation and effectiveness of the policy framework
* Progress towards targets.
* The implementation and effectiveness of the school improvement strategy

Overseeing the School’s financial performance

* Monitoring performance against the budget and cash flow forecasts
* Making strategic decisions in relation to staffing and capital projects
* Approves procurement and contracting where value of purchase/contract requires
* Ensuring the School remains a going concern

For governing bodies to carry out their roles effectively, governors must be:

* prepared and equipped to take their responsibilities seriously
* acknowledged as the accountable body by the lead professionals
* supported by the appropriate authorities in that task
* willing and able to monitor and review their own performance

In law, the governing body is a corporate body which means:

* no governor can act on their own without proper authority from the full governing body
* all governors carry equal responsibility for decisions made
* although appointed through different routes, the overriding concern of all governors has to be the welfare of the school as a whole

The Education and Skills Funding Agency (ESFA), which provides funding for academies and report to the Department for Education, sets out its expectations of governors in Annex C to its Handbook which can be found here [Academies Financial Handbook](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/714474/Academies_Financial_Handbook_2018.pdf)

**THE GOVERNORS’ CODE OF CONDUCT**

The Funding Agreement sets out the general principles of the levels of behaviour and propriety expected of a governor, including how potential conflicts of interest should be managed. However, detailed expectations are contained in the code of conduct at **Appendix B** to this handbook, which governors will agree to abide by annually.

**GOVERNING BODY MEETINGS AND SUB-COMMITTEES**

The Full Governing Body meets for formal meetings a minimum of four times a year and has at least one “special” meeting to discuss strategic direction and develop strategic plans.

While the Governing Body has overall responsibility for the success of the School, detailed challenge and support work is carried out via a number of sub-committees. The Governing Body also has some statutory responsibilities, which include reviewing the Head’s decision to permanently exclude a student and acting in relation to staff discipline issues. Membership of the Committees is at **Appendix C**.

The Committees supporting the work of the School are:

Standards and Performance Committee – taking responsibility for reviewing the data and monitoring the progress of students in the School in line with the School Improvement Plan. This Committee holds the Senior Leadership Team to account not only for student progression but also for the quality of teaching and the management of behaviour, attendance and student welfare. It meets on average four times a year. Its Terms of Reference are **Appendix D.**

Resources Committee – this incorporates the traditional responsibilities of an Audit Committee. It reviews the detail of the financial and premises management of the School and provides advice to the Governing Body on the statutory accounts. It reviews the proposed budget for the following academic year and makes recommendations to the Governing Body. It is itself advised by the Responsible Officer, a governor member of this Committee, on the adequacy and effectiveness of the School’s financial controls. It also appoints and is advised by external auditors. It receives reports on Health and Safety management and one of the member governors works with officers on the School’s Health and Safety Committee. Its responsibilities relate to the staffing structure of the School, staffing policies and issues such as recruitment, retention and performance management. It meets at least four times a year. Its Terms of Reference are **Appendix E.**

Admissions Committee – advises the Governing Body on the School’s admissions criteria and hears any appeals against rejections of applications for a place at the School. It meets as necessary. Its Terms of Reference are **Appendix F**.

Pay and Headteacher’s Appraisal Committees – receive and reviews the Head’s recommendations on staff pay, interrogating individual performance to ensure that any recommendations reflect the impact of that performance. It has delegated authority to make decisions on the pay of the Senior Leadership Team. It undertakes appraisal of the Head’s own performance, employing an independent assessor to provide evidence based on interviews with staff and students, giving her feedback and deciding upon any pay enhancement, again exercising delegated authority. It reports decisions taken to the Governing Body. On average, it meets three times a year, usually twice in the Autumn Term and once in the Spring Term. Terms of Reference are **Appendix G.**

Students’ Discipline Committee – three members of this Committee will sit to review the Head’s decision to exclude a student permanently. They may also be involved in early intervention strategies with individual students, with the aim of reversing deteriorating behaviour and avoiding permanent exclusion. It meets as necessary. Its Terms of Reference are **Appendix H**.

Staff Hearings and Appeals Panel – considers cases and hears appeals where required by the School’s staffing policies, for example, in relation to grievance, discipline or capability. It meets as necessary. Its Terms of Reference are **Appendix I.**

Pay Appeals Committee – hears appeals against a Pay Committee decision. It meets as necessary. Its Terms of reference are **Appendix J**.

The Chair of Governors meets the Head regularly, at least once a fortnight, to receive updates, provide support, advice and, if necessary, challenge. Additionally, the Chair and Vice-Chair meet with the Head as necessary to consider issues arising between Full Governing Body meetings and to keep strategic developments under review.

**IN-SCHOOL VISITS BY GOVERNORS**

Governors have a responsibility to spend some time in School each year, either alone or as part of the team.

Teams of governors visit for a full day at least once a term and follow a programme of activities which will enable them to monitor School life and identify evidence that supports the Head’s reports to Governors on progress against the School Improvement Plan. This might include observing lessons, talking to individual members of staff and meeting student groups. The first visit of the academic year will usually focus on any action taken to respond to any concerns emanating from the previous summer’s exam results. Any new initiatives introduced – for example, new management information systems or homework policies - will be monitored during one of the other day visits. All Governors are expected to attend at least one of these visits a year.

Other visits might include those undertaken by the Governor with responsibility for Health and Safety to review the premises or the Safeguarding Governor to review safeguarding processes and records.

Governors are encouraged to attend awards’ ceremonies, performing arts events, exhibitions and key sports fixtures.

**MEMBERSHIP OF THE GOVERNING BODY**

The size and structure of the Governing Body is guided by the Funding Agreement, which says the Governing Body should consist of:

A minimum of 2 parent governors

Up to 8 governors appointed by the Members

No more than one third governors to be staff

The Headteacher (ex officio)

The total number of governors should be not less than 3 and not more than 20.

Parent governors are voted for by the parents/carers of students in the School after vacancies are advertised. Teacher governors and support staff governors (of whom there is usually one of each) are similarly voted for by teachers in the School in the former instance and support staff in the latter.

Other governors are recruited by various routes and can be appointed by a quorum of the Governing Body.

**GOVERNOR TRAINING**

The School subscribes to the learning and development programme provided by Essex County Council and a number of online training resources are also available. All new governors are expected to attend the induction training provided by Essex CC as a minimum. Other courses recommended for new governors include those related to the safeguarding of students, safer recruitment and managing student discipline hearings. This ensures the Body has a sufficiently large pool of trained people who can deal with what are highly sensitive issues, if necessary. All other governors are encouraged to attend other courses to build their knowledge and expertise. Governors with particular responsibilities, for example, as designated safeguarding governor, must attend relevant training. There is one governor designated as the Body’s training liaison governor, who organises one evening training session per term, on issues of particular relevance to the Body and the School at that time, held in School, which all governors are expected to attend.

**GOVERNING BODY EVALUATION**

The Governing Body will review its performance at least every second year, monitoring its progress against its own action plan, identifying and taking any necessary remedial steps to improve its performance, including meeting any governor training or development needs.

**GOVERNORS’ RESPONSIBILITIES FOR THE SCHOOL DAY AND SCHOOL TERMS**

The Governing Body will determine:

* the times at which the School begins and finishes each day, together with the lunch period; and
* the dates and times at which the School terms are to begin and end, including the dates of half term, INSET days and any other breaks, subject to the School Teachers’ Pay and Conditions.

In doing so, the Governing Body will take into account any views of the Standards and Performance Committee.

The Governing Body accepts the recommendation of the Secretary of State for Education that Years 7, 8 and 9 will receive a minimum of 24 hours of teaching and Years 10 and 11, a minimum of 25 hours, not including time for collective worship, registration and breaks. Appropriate time will be made for these. The Standards and Performance Committee will consider any proposals for the changing of established times at their last meeting in the Spring Term to make recommendations to the Governing Body at their last meeting of the same term.

**Appendix B**

**Code of Conduct for the Governing Body**

**SHENFIELD HIGH SCHOOL**

The governing body has adopted the following principles and procedures:

**Purpose of the governing body**

The governing body is the key strategic decision making body in the school, setting

the strategic framework and ensuring it meets all its statutory duties. Raising

achievement is at the heart of a governing body’s strategic role; every child has the

right to attend a good school.

**The governing body has the following core strategic functions:**

Establishes the strategic direction by:

setting the vision, values, and objectives for the school

agreeing the school improvement strategy with priorities and targets

meeting statutory duties

Ensures accountability by:

appointing the headteacher

monitoring progress towards targets

performance managing the headteacher

engaging with stakeholders (parents & pupils)

contributing to school self-evaluation

Ensuring financial probity by:

setting the budget

monitoring spending against the budget

ensuring value for money is obtained

ensuring risks to the organisation are managed

For governing bodies to carry out their roles effectively, governors must be:

prepared and equipped to take their responsibilities seriously

acknowledged as the accountable body by the lead professionals

supported by the appropriate authorities in that task

willing and able to monitor and review their own performance

**The role of a governor:**

In law, the governing body is a corporate body which means:

No governor can act on his/her own without proper authority from the full

governing body.

All governors carry equal responsibility for decisions made.

Although appointed through different routes, the overriding concern of all

governors has to be the welfare of the school as a whole. Governing bodies

should be alert to the risk of becoming dominated by one particular mind-set

or strand of opinion.

**As individuals on the governing body, we agree to the following:**

**Role & Responsibilities**

We understand the purpose of the governing body and the role of the headteacher.

We are aware of and accept the Seven Nolan Principles of Public Life (see Appendix).

We accept that we have no legal authority to act individually, except when the

governing body has given us delegated authority to do so, and therefore we will only speak on behalf of the governing body when we have been specifically authorised to do so.

We accept collective responsibility for all decisions made by the governing body or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting.

We have a duty to act fairly and without prejudice, and in so far as we have

responsibility for staff, we will fulfil all that is expected of a good employer.

We will consider carefully how our decisions may affect the community and

other schools.

We will always be mindful of our responsibility to maintain and develop the

ethos and reputation of our school. Our actions within the school and the local community will reflect this.

We will always use social networking sites responsibly and ensure that neither our personal/professional reputation, nor the school’s reputation is compromised by inappropriate postings.

We will promote tolerance of and respect for those of different faiths and

beliefs, races, genders, ages, disability and sexual orientation.

In making or responding to criticism or complaints affecting the school we will

follow the procedures established by the governing body.

We will support the headteacher and senior leadership team but challenge

their expectations and hold them to account for school performance.

**Commitment**

We acknowledge that accepting office as a governor involves the commitment

of significant amounts of time and energy.

We will each involve ourselves actively in the work of the governing body and

accept our fair share of responsibilities, including service on committees or working groups.

We will make full efforts to attend all meetings and where we cannot attend

explain in advance why we are unable to do so.

We will get to know the school well and respond to opportunities to involve ourselves in school activities.

We will visit the school, with all visits to school arranged in advance with staff and undertaken within the framework established by the governing body and agreed with the headteacher.

We will demonstrate commitment to our individual and collective needs for training and development, and will undertake relevant training to develop knowledge and skills and keep them up to date

We accept that in the interests of openness and transparency, our names, terms of office, details of positions of responsibility on the governing body, category of governor and the body responsible for appointing us will be published on the school’s website.

**Relationships**

We will strive to work as a team in which constructive working relationships are actively promoted.

We will express views openly, courteously and respectfully in our communications with other governors.

We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.

We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.

We will seek to develop effective working relationships with our headteacher, staff and parents, the local authority, and other relevant agencies and the community.

**Confidentiality**

We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside and outside the school.

We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting.

We will not reveal the details of any governing body vote.

**Conflicts of Interest**

We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing body’s business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the school’s website.

We will also declare any conflict of loyalty at the start of any meeting should

the situation arise.

We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body.

**Breach of this Code of Conduct**

If we believe this Code has been breached, we will raise this issue with the chair and the chair will investigate; the governing body will only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.

Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

Governors will sign the Code of Conduct at the first governing body meeting of each school year.

**The Governing Body of Shenfield High School adopted this Code of**

**Conduct on 8th September 2016.**

**Undertaking:**

As a member of the governing body I will always have the achievement

and well-being of the children and the reputation of the school at heart; I

will do all I can to be an ambassador for the school, publicly supporting its

aims, values and ethos; I will never say or do anything publicly that would

embarrass the school, the governing body, the headteacher or staff.

**Signed:**

**Printed Name:**

**Date:**

**The Seven Principles of Public Life**

(Originally published by the Nolan Committee)

**Selflessness** - Holders of public office should act solely in terms of the public

interest. They should not do so in order to gain financial or other material benefits for

themselves, their family, or their friends.

**Integrity** - Holders of public office should not place themselves under any financial

or other obligation to outside individuals or organisations that might seek to influence

them in the performance of their official duties.

**Objectivity** - In carrying out public business, including making public appointments,

awarding contracts, or recommending individuals for rewards and benefits, holders

of public office should make choices on merit.

**Accountability** - Holders of public office are accountable for their decisions and

actions to the public and must submit themselves to whatever scrutiny is appropriate

to their office.

**Openness** - Holders of public office should be as open as possible about all the

decisions and actions that they take. They should give reasons for their decisions

and restrict information only when the wider public interest clearly demands.

**Honesty** - Holders of public office have a duty to declare any private interests

relating to their public duties and to take steps to resolve any conflicts arising in a

way that protects the public interest.

**Leadership** - Holders of public office should promote and support these principles

by leadership and example.

The Committee on Standards in Public Life was established by the then Prime Minister in October

1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of

public life, and to make recommendations.

**Appendix C**

**GOVERNORS COMITTEES**

|  |  |
| --- | --- |
| **RESOURCES** (minimum of 6 including Head)  Graham Herniman (Chair)  Leanne Hedden  Andrew Worth  Katharine Boulton  Simon Murray  *Carole Herman*  *Stuart Roberts*  *Dawn Matthews*  *Laura Smith (Clerk)* | **STANDARDS & PERFORMANCE** (minimum of 3 including one parent, one staff and Head)  Jane Swettenham (Chair)  Gill Jones  Neil Purbrick  Julian Beard  Andy Williams  Stuart Roberts  Karuna Shaunak-Hobbs  *Carole Herman*  *Jenny Comerford*  *Jane Martin*  *Christine Watson (Clerk)* |
| **PAY** (up to 4)  Leanne Hedden (Chair)  Graham Herniman  Andrew Worth  Neil Purbrick  *Carole Herman*  *Karen Whordley (Clerk)* | **STUDENT’ DISCIPLINE** (Any 3 or 5 of)  Leanne Hedden  Gill Jones  Andrew Worth  Graham Herniman  Neil Purbrick  Katherine Boulton  Jane Swettenham  Andy Williams |
| **HEADTEACHERS APPRAISAL PANEL** (up to 4)  Leanne Hedden (Chair)  Graham Herniman  Gill Jones  Jane Swettenham |
| **STAFF APPEALS**  Membership determined at time of convening of Panel, in accordance with Terms of Reference | **PAY APPEALS**  Membership determined at time of convening of Panel, in accordance with Terms of Reference |
|  | **OTHER GOVERNOR RESPONSIBILITIES**  Child Protection & SEN-Jane Swettenham  Governors training-Andrew Worth  Equal opportunities-Leanne Hedden  Attendance – Jane Swettenham |

*Note: Italic demote non-voting members*

**Appendix D School Standards and Performance Committee**

*Membership:* Minimum of three Governors including at least one teacher Governor, one parent

Governor and the Headteacher. The Deputy Headteacher(s) as relevant to be in attendance.

*Chairmanship:* Any other Governor excluding the Headteacher and any teacher Governor.

*Clerk:* SLT PA

*Quorum:* Three Governors.

*Frequency of Meetings:* Three times in an academic year.

*Minutes:* To be circulated to the members of the Committee and to the Governing Body.

*Terms of Reference*

1. To review data and information provided by the Senior Leadership Team to monitor the School’s progress towards attainment targets, targets set in the School Improvement Plan and goals set as a result of Ofsted inspections. Such data to be sourced as appropriate and to include ASP and ALPS data.
2. To monitor the performance of minority groups of students in the school, for example by ethnicity, SEN status and vulnerable groups.
3. For as long as remains appropriate, to monitor the value the school provides for the additional funds for students on Free School Meals and those on the Looked After register (Pupil Premium Funding).
4. To report to the Full Governing Body on the outcome of the Committee’s monitoring, alerting the Body to particular elements of improvement progress and recording any concerns.
5. For as long as remains appropriate, to review the school’s curriculum policy on a regular basis to ensure that it is complying with the national curriculum, the legal requirements in relation to the daily act of collective worship, the delivery of an agreed RE syllabus, the provision of sex education and political education, and that the 20% of the curriculum determined by the school is in accord with the Governors’ wishes and the aims of the school.
6. To ensure that teaching programmes are:

* free of any form of indoctrination;
* comply with equal opportunities legislation; and
* attend to any special educational needs of pupils being taught in the school.

1. To ensure that only syllabuses and qualifications recognised by the Secretary of State are followed in the school and that pupil assessments and records are kept up-to-date.
2. To approve a charging and remissions policy for pupils’ extra-curricular activities.
3. To monitor and advise the Governing Body on the school’s policy on school visits involving pupils and on Governors’ visits to the school.
4. To monitor and advise the Governing Body on policies in support of student welfare and expectations. This would include safeguarding, management of behaviour and student support.
5. To oversee and review the school’s Special Educational Needs code of practice, in consultation with the Headteacher and the Special Educational Needs Co-ordinator.
6. To recommend to the Governing Body the times for the start and finish of the school day and the lunch-time period, together with the dates for the beginning and end of school terms and half-term breaks.

To review and make recommendations concerning the arrangements for the admission of pupils to the School, including reviewing the Admissions Policy of the School, such Admissions Policy only to be altered by a resolution of the full Governing Body, and after any required consultation is complete. This should also include reviewing and making recommendations on the Planned Admission Number (PAN).

**Appendix E**

**Resources Committee (incorporating the Audit Committee)**

**Membership**

A minimum of six Governors including the Headteacher. The Business Manager will be in attendance.

**Chair**

Any Governor serving the committee other than the Headteacher, but usually the Vice Chair of the Governing Body

**Clerk**

The Finance & Premises Assistant

**Quorum**

Three members excluding the Headteacher and Staff Governors.

**Frequency of Meetings**

At least four meetings per year, with extra meeting as needed.

**Minutes**

To be circulated to members of the committee and to the Governing Body.

**Terms of Reference**

1. To advise the Governing Body on the application of the Annual Grants and Special Purpose Grants to the Academy in accordance with the Funding Agreement and to ensure that the grants from the EFA are used only for the purposes intended.
2. To ensure that funds from sponsors are received according to the academy’s Funding Agreement, and are used only for the purposes intended
3. To advise the Governing Body on financial strategy and policy within the resources available.
4. To receive, consider and present to the Governing Body annual estimates of the School budget and the annual end of financial year statements.
5. To receive regular reports on the School’s income and expenditure showing a comparison of these against the annual budget, cashflow and financial forecasts beyond one year
6. Reviewing and then recommending the annual accounts for approval by the Governing Body.
7. To receive regular reports on Internal Control systems from Essex Financial Services via the Business Manager.
8. To review the financial procedures within the School, taking into account any recommendations made in Internal Control review reports and by the Auditors.
9. To advise the Chair of Governors on the letter to accompany the audited accounts and to implement any suggestions in relation to any comments made by the Auditors.
10. To agree virements between budgets.
11. To consider and present to the Governing Body the Academy’s Financial Regulations.
12. To make recommendations to the Governing Body concerning the general condition, usage and development of the school buildings and their fabric and sites
13. Consider and process any project to improve existing or to provide new facilities.
14. Quality assuring the process of appointing the Headteacher and the Business Manager
15. Receive reports from the Health and safety Committee
16. Review the School’s Health and Safety Policy
17. To keep under review policies relating to the employment, recruitment, selection, appointment, promotion, appraisal, grievance, discipline, redundancy and early retirement, remuneration and terms and conditions of employment of all staff.
18. To recommend to the Governing Body any changes necessary to fulfil current employment legislation.
19. To receive, consider and make recommendations to the Governing Body on the overall staffing provision of the School, including the management structure and any redundancy proposals.
20. To recommend the names of Governors to the Governing Body to serve on the selection panel for any Head or Deputy Head appointment.
21. To monitor the implementation of the teacher appraisal and performance review arrangements.
22. To ensure that arrangements are in place for the induction of new staff.
23. To oversee the INSET provision for both teaching and support staff.
24. To consider dates for terms and holidays including five INSET days each year and recommend these to the full Governors for formal determination.
25. To ensure that all staff are advised of their pension rights.
26. To recommend the adoption of policies related to equal opportunities and diversity in relation to the staff of the School.
27. To offer a route for formal feedback from staff leaving the School.
28. To consider any other matters relating to the terms and conditions of employment of all staff at the School.

**In addition the Resources Committee will assume the role of the Audit Committee**

**Appendix F Governors Pay and Headteacher’s Appraisal Committees**

**Terms of Reference**

*Delegation of Function*

The Governing Body shall establish a Pay Committee to set the Pay Policy for the school and to implement the approved Pay Policy in respect of the pay for all staff

*Membership*

The Chair of the Governing Body, three other Governors (other than Teacher Governors and normally including the Chair of Resources) and the Headteacher (except when his or her salary is being discussed).

*Chair*

The Chair of Governors.

*Clerk*

HR Manager

*Quorum*

Three Governors (excluding the Headteacher).

*Frequency of Meetings*

One meeting by 31st October in the Autumn Term to ratify and determine pay progression decisions. Further meeting by 31st December to determine any UPS application decisions. And to meet otherwise as necessary,

*Minutes*

The minutes are to remain confidential with the Committee until any appeal hearings have been completed when they will be made available to any member of the Governing Body who wishes to see them. A report will be made to the Governing Body about decisions that are taken but will not be subject to debate to prevent prejudicing any subsequent appeal against a pay decision.

*Terms of Reference*

* To determine the Pay Policy for the school;
* To advise the Governing Body/Finance Committee on current and future pay level;
* To ratify appropriate salary ranges and starting salaries for Lead Practitioners, and members of the leadership group;
* To ratify annual pay progress for teachers (by 31 October at the latest) as set out in the Pay Policy, taking account of any recommendations made on the Performance Management review statement, in accordance with the approved pay policy;
* To approve applications to be paid on the Upper Pay Range by 31 December
* To determine annual pay progress for the leadership group by 31 October taking into account the recommendations of the Headteacher;
* To determine annual pay progress for the Headteacher by 31 December, taking account of the outcome of the Headteacher’s appraisal as informed by the independent annual review;
* To determine the application of national inflationary increases as required; and
* To receive and monitor data, and report to the full Governing Body, on the following, as required by Ofsted:
* the proportion of staff that progressed through thresholds over the last three years
* the proportion that did not progress through thresholds over the last three years
* a table showing for each salary point, the number of staff, points they have moved from, and the number that met their performance management objectives
* the correlation between pay progression, quality of teaching and outcomes for students.

**Appendix G**

**Students’ Discipline Committee**

*Membership*

The Students’ Discipline Committee shall consist of not less than three members of the Governing Body, none of whom shall be the Headteacher.

*Chair*

A Governor except the Headteacher.

*Clerk*

Clerk to the governing body or an independent clerk

*Quorum*

Three members.

*Frequency of Meetings*

As required.

*Minutes*

The minutes will remain confidential to the committee members until after any appeal hearing has been completed, when the minutes of the committee and the appeal hearing will be made available to any member of the Governing Body. A report of actions taken will be given to the Governing Body by the Chair at the appropriate Governing Body meeting.

*Terms of Reference*

1. To be informed by the Headteacher of any exclusion for more than an aggregate of five School days in any one term or where a pupil will miss a public examination because of his/her exclusion, and of the reasons for the exclusion.
2. To be informed by the Headteacher where an exclusion that was originally for a fixed period is to be made permanent and of the reasons for this decision.
3. Where the Headteacher has decided to institute a permanent exclusion, to consider whether the pupil should be reinstated immediately, reinstated by a particular date, or not reinstated, irrespective of any representation from the parents and to work within any time scale laid down in DfE regulations.
4. To hear any representations from parents about a fixed term exclusion under five School days, or where the fixed term exclusion exceeds five School days or prevents a pupil taking an examination.
5. To nominate a Governor to act in a formal capacity.

**Appendix H**

**Shenfield High School Staff Hearings and Appeals Panel**

This Committee replaces the Staffing Committee where it previously acted in

its statutory capacity and the Staffing Appeals Committee, bringing together

the functions of those two Committees.

*Membership*

This is not a standing Committee of the Governing Body, therefore has no permanent membership. When required to convene, the Panel will have an odd number of members and a minimum of three members of the Governing Body, none of whom shall be the Head or a staff governor. They can be but do not need to be the same members who sit as the Resources Committee and must not be when they have been involved in any investigation or prior decision which the Panel has to consider. Where the Head is not involved in presenting the case or is not the person under consideration, she or he can give advice to this Panel. Governors convened to sit as this Panel will usually be appointed on an occasion by occasion basis by the Chair of the Governing Body from a list approved by the Governing Body. Different governors will be called upon to deal with different stages of any appeal which goes beyond the first stage.

If the conduct of the Head is under consideration, the Panel shall include an independent member who is not otherwise connected with the School.

*Chairmanship*

Any governor serving the Panel.

*Clerk*

HR Manager

*Quorum*

Three members.

*Frequency of Meetings*

As and when required.

*Minutes*

The minutes will remain confidential to the Panel members until after any appeal hearing has been completed, when the minutes of the Panel and the appeal will be made available to any member of the Governing Body. A report of actions taken will be given to the Governing Body by the Chairman at the appropriate Governing Body meeting.

*Terms of Reference*

1. To make any decisions relating to any member of staff other than the Head, under the Governing Body’s Staff Management policies.
2. Consider such staff grievance cases as may be referred to the Panel in accordance with the School’s Grievance Procedures.
3. Consider such staff capability cases as may be referred to the Panel in accordance with the School’s Capability Procedures.
4. Consider such staff disciplinary cases as may be referred to the Panel in accordance with the School’s Disciplinary Procedures.
5. Consider any other appeal from staff against the decision of the Headteacher, as provided for in other school policies (e.g. flexible working policy, probation policy).
6. Consider any other appropriate staff-related incidents or disputes at the request of the Head or Chair of Governors.
7. Suspend any person employed to work at the School where, in the opinion of the Panel or the Head, exclusion from the School is required and be informed of such a suspension where it is undertaken by the Head.
8. Determine any suspension where this is considered the appropriate action and inform the Head of this action.
9. Terminate the employment of any person employed at the School as determined by the Panel, where the decision to terminate rests with the Panel rather than the Head.
10. Hear any appeal against decisions made by the Head or the Panel in accordance with the School’s Grievance, Capability or Discipline Policies. In this latter instance, the Appeal panel will consist of a minimum of three governors, none of whom should have had any prior involvement in the matter and should not be a staff governor.
11. Make any decisions under the Governing Body’s procedures where the Head is the subject of the action

***Advice***

*It will be usual practice for the Panel to seek and act only upon the advice of* ***Essex County Council Education HR Service*** *when acting in this capacity.*

**Appendix I**

**PAY APPEALS COMMITTEE**

**Delegation of Function**

The Governing Body shall establish a Pay Appeals Committee to deal with all appeals against pay decisions.

**Clerking**

The meeting of the Pay Appeals Committee should be minuted.

**Membership**

The Pay Appeals Committee shall consist of at least three named members of the Governing Body, none of whom shall be employees or members of the Pay Committee.

The Headteacher may attend all proceedings of the Pay Appeals Committee for the purpose of providing information and advice (except where the appeal is in respect of his/her own salary, where s/he will attend for the purposes of making his/her case).

**Quorum**

Three Governors

**Terms of Reference**

* To determine formal appeals against pay determinations in accordance with the Appeals Procedure set out in the Pay Policy.

**Appendix J**

**GOVERNOR DATES FOR CALENDAR 2017/18**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **September** | 7th | Thursday | Full Governing Body | 4:30 pm |
|  |  |  |  |  |
|  |  |  |  |  |
| **October** | 10th | Tuesday | In-house Training | 5:00 pm |
|  | 12th | Thursday | Standards and Performance | 5:00 pm |
|  | 18th | Wednesday | Pay | 8:00 am |
|  | 18th | Wednesday | Resources | 9:00 am |
|  |  |  |  |  |
|  |  |  |  |  |
| **November** | 10th | Friday | Headteacher’s Appraisal | 4:30 pm |
|  |  |  |  |  |
|  |  |  |  |  |
| **December** | 1st | Friday | Resources | 8:30am |
|  | 7th | Thursday | Governors’ Monitoring Visit | All day |
|  | 7th | Thursday | Full Governing Body | 4:30 pm |
|  |  |  |  |  |
| **January** | 16th | Tuesday | Strategic Meeting | 5:00 pm |
|  | 23rd | Tuesday | Standards and Performance | 5:00 pm |
|  |  |  |  |  |
|  |  |  |  |  |
| **February** | 2nd | Friday | Resources | 8:30am |
|  | 20th | Tuesday | Governors’ Monitoring Visit | All day |
|  |  |  |  |  |
|  |  |  |  |  |
| **March** | 6th | Tuesday | In-house training | 5:00 pm |
|  | 16th | Friday | Pay | 8:30 am |
|  | 22nd | Thursday | Full Governing Body | 4:30 pm |
|  |  |  |  |  |
|  |  |  |  |  |
| **April** | 20th | Friday | Resources | 8:30am |
|  | 24th | Tuesday | Standards and Performance | 5:00 pm |
|  |  |  |  |  |
|  |  |  |  |  |
| **June** | 15th | Friday | Resources | 8:30am |
|  | 19th | Tuesday | In-house training | 5:00 pm |
|  |  |  |  |  |
|  |  |  |  |  |
| **July** | 4th | Wednesday | Governors’ Monitoring Visit | All Day |
|  | 5th | Thursday | Full Governing Body | 4:30 pm |