

NINE ACRES COMMUNITY PRIMARY SCHOOL

South View, Newport, Isle of Wight, PO30 1QP
www.nineacrespri.iow.sch.uk 01983 522984
Headteacher: Mrs E. Dyer BA Hons QTS, NPQH

We are *Articulate* We are *Passionate* We are *Persuasive* We are *Positively Influencing The World Around Us*

'Striving for Excellence'

Nine Acres Governing Body Standing Orders and Code of Conduct

Version 2 (14/10/21)

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Signed:



Overview

The Governing Body's (GB) function is purely strategic, having no part in the operational role of running the school which, is the responsibility of the Headteacher and SLT.

In achieving this, the GB must maintain the following objectives which are in no particular order;

- ensuring a rigorous safeguarding policy is adopted and enforced, 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
- 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 suitable 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/catch up premium and other resources to overcome barriers to learning, including reading, writing and mathematics
- oversee the financial performance of the school, ensuring probity, and making sure the allocated funding from all sources is well spent for the benefit of all pupils
- 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, be transparent and accountable.
- to construct an Instrument of Governance under the auspices of the LA and keep it under annual review
- to recruit new members to the GB as required, to ensure expertise in the appropriate areas as required to hold the school to account
- Keep a skills matrix of the Governing Board continually current, adding new members to the cumulative score and removing resigned members scores as required.

Membership

The GB is constituted under a Local Authority document known as the Instrument of Governance. This document is to be reviewed at the start of each school year by the FGB, to ensure the components of the GB remains relevant to the perceived required structure to support/challenge the school

Membership currently consists of;

- 3 Parent Governors
- 1 LA governor (who does not necessarily need to be a member of the LA but nominated by them)
- 1 Staff Governor
- 1 Headteacher
- 10 Co-opted Governors
- 1 Clerk
- The GB is considered quorate if half of the Governors in post are present for a meeting

Conduct

Legality: A full meeting of the GB is only legal when it has been formally convened by the Clerk to the Governing Body at least 7 days prior to the meeting taking place.

Attendees: All Governors are expected to attend GB meetings. Other invites to GB meetings are issued at the discretion of Chair of Governors.

Apologies: Apologies must be made in advance; Governor apologies will be considered at the GB meeting and accepted if agreed by the majority of attending Governors

Quorum: A GB meeting is able to proceed when at least 50% of Governors in post are present.

Chairing the meeting: The Chair of the GB will chair GB meetings unless the GB delegates the task to another Governor. In the unplanned absence of the Chair, the Vice-Chair will officiate at the meeting.

Decisions: The GB will generally make decisions by consensus. Where voting is applied to the decision making process, unless otherwise decided by the GB beforehand, the outcome of any vote will be determined by a majority of greater than 50%. In the event of a tied vote the Chair of the meeting has a deciding second vote or the right of veto.

Pecuniary/Business Interest: The "Standing Order for the Declaration of Pecuniary/ Business Interests" applies.

Confidentiality: All items discussed at GB meetings are confidential to the Governors until the minutes of the meeting are approved, unless otherwise clearly stated in the meeting **'What is talked about in the room, stays in the room'**

Electronic Attendance: Any Governor will be able to participate in meetings of the Governors by telephone or video conference provided that the governor participates in the whole agenda item discussion and not just the vote; and if after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference the meeting will still proceed with its business provided it is quorate.

We agree to 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.

Frequency

As a legal minimum, the Governing Body is required to meet three times a year.

In practice, Nine Acres FGB meet monthly during term time, on a Thursday at 1700 in school. There are exceptions to this during periods of lockdown where an online platform maybe selected and Governors attend remotely.

Committees

Sub Committees of the FGB may be formed to consider and fulfil a specific function as required to facilitate such tasks as Teacher pay, Head Teacher and Clerk performance management. Other specific tasks may also be considered. All sub committees must report back to the FGB. Each committee must have Terms of Reference.

Agenda

The agenda is prepared by the Chair in partnership with the HT and Clerk and will incorporate all matters arising from the previous meeting. Any items submitted by other governors for consideration must be sent to The Chair and Clerk two weeks prior to the FGB meeting to ensure inclusion in the agenda.

Minutes

Minutes are taken at all meetings by the Clerk (or nominated deputy). The draft minutes are issued by the Clerk to both the Chair and HT within seven days, and final minutes issued to governors within two weeks of meeting. Minutes are approved at the following meeting.

At each FGB meeting there is a facility for a Part 2 meeting. The type of things in part 2 include – confidential items where student or staff names might be revealed; additionally, time-sensitive items, which are confidential at the moment, but might be public in future. Part 2 minutes are not published on the website.

Statutory Responsibilities

There are 7, namely:

- SEN
- Teachers pay
- Financial conduct
- Admissions
- School statement of behaviour
- Staff discipline, capability and grievance

- Child protection
- Supporting pupils with medical needs

Delegation of Responsibilities

The Governing body may delegate any of its functions (with the exception to those listed below) to:

- A committee
- Any governor other than the head teacher.
- The head teacher, where the function being delegated does not directly concern the head teacher.
- Approval to the first formal budget plan of the financial year
- Suspension or removal of governors
- Permanent exclusion of pupils. Only the HT can exclude, where required, the GB must convene a panel to consider an exclusion.

Where the governing body has delegated functions, this does not prevent the governing body from exercising those functions. The governing body must review annually the functions they have delegated. The governing body may not delegate the following functions to an individual, although they can be delegated to a committee. Any individual or committee with delegated responsibility must report to the governing body advising of all actions taken or decisions made relating to that delegated function.

SFVS

The SFVS is an effective management information process/tool detailing how a school uses its resources to drive outcomes for its pupils, as well as how it can improve outcomes by using resources more effectively, on a comparative basis. It asks a number of questions (29) of governing bodies on resource management to help provide assurance that resources are managed effectively. It is an annual mandatory requirement. Evidence requested may include-

- Annual tasks
- Scheme of delegation
- Instrument of Governance
- Governor skills audit
- SFVS return to the LA
- Annual election of Chair/ Vice Chair.
-

The role of the clerk (taken from the DFE Clerks Competency Framework)

All academy trusts and maintained schools must appoint a clerk to their governing board as set out in their articles of association or in regulations, as appropriate. These legal documents define a specific set of functions and duties for the clerk, but do not provide a full description of professional clerking which is about ensuring the efficient functioning of the board by providing:

- administrative and organisational support;
- guidance to ensure that the board works in compliance with the appropriate legal and regulatory framework, and understands the potential consequences for noncompliance; and
- advice on procedural matters relating to the operation of the board.

Professional clerking may also involve designing structures and procedures for the sound governance of the organisation - particularly in larger and more complex organisations. Professional clerks to governing boards should carry out their duties in line with the seven principles of public life (Nolan principles). They should also be mindful of their responsibilities under equality legislation, recognising and encouraging diversity and inclusion, and should understand the impact of effective governance on the quality of education and on outcomes for all children and young people.

Professional clerking to enable effective governance

Effective governance is based on six key features as set out in the Governance Handbook. Professional clerking has a vital role to play in supporting each feature:

- **Strategic leadership that sets and champions vision, ethos and strategy.** Professional clerking supports and challenges the chair to ensure the board focuses on strategic rather than operational decisions and flags up where the board is overstepping or deviating from its role. This enables the board to focus on its strategic role and to exercise its functions effectively and confidently. High quality administration is critical to the efficient functioning of the board as the strategic decision-making body for the organisation. Professional clerking supports the chair to ensure that meetings are planned efficiently over the course of the school year; that papers are received in a timely manner; and that minutes contain a clear record of debate and decisions.
- **Accountability that drives up educational standards and financial performance.** Professional clerking plays a crucial role in supporting the board to hold executive leaders to account. It provides guidance to the chair and board to help them identify the information they require and the questions they should ask of senior leaders. It works with senior leaders to provide the information and data that the board requires about education standards and financial performance in a timely manner. This gives the board the opportunity for detailed scrutiny of data before discussions and facilitates challenge of executive leaders about current performance and strategic priorities. Professional clerking also informs the board's accountability to others through minutes that provide evidence of challenge and scrutiny of the executive, and the board's overall ability and capacity to govern the organisation well.
- **People with the right skills, experience, qualities and capacity.** Professional clerking supports the board to recruit, induct and train individuals with the right set of skills. It reports on vacancies and appointments; maintains a comprehensive register of members; and gives efficient notice for removal and other procedural matters. This supports the board's succession-planning, can encourage members of the board to move on when appropriate to do so, and allows the board to act quickly to recruit when a vacancy arises. Professional clerking also involves maintaining a record of skills audits and the training that has been undertaken to help the board keep its skills up-to-date and build its capacity. In addition, professional clerking builds and maintains strong and effective working relationships with the chair and others to give the board confidence in the advice and guidance they provide.
- **Structures that reinforce clearly defined roles and responsibilities.** Professional clerking ensures that the board is properly constituted. It involves recording the structure, membership and terms of reference of each committee and ensuring these are available to everyone involved in governance. This helps the organisation to avoid the lack of clarity or the duplication of responsibilities that can so easily lead to dysfunctional or ineffective governance arrangements. Professional clerking includes the provision of impartial advice and support to the chair and board on appropriate governance structures and schemes of delegation.
- **Compliance with statutory and contractual requirements.** Professional clerking provides knowledgeable and confident support to the board to ensure compliance (and an understanding of the consequences of noncompliance) with the relevant legal frameworks, contractual obligations and governance requirements of the organisation. This includes

- ensuring that proper processes are followed, decisions are correctly made, statutory policies are in place and that a record of policies; along with copies of policies and procedural documents approved by the board are maintained and accessible as required.
- **Evaluation to monitor and improve the quality and impact of governance.** Professional clerking provides an audit trail to contribute to any review of the effectiveness of the board's governance. This includes comprehensive minutes of meetings that record the board's discussions and decisions, and records of individuals' attendance and the actions that have been taken to address any skills gaps. Boards can use any self-evaluation or external review to assess how the clerking service they receive contributes to the effective governance of the organisation. At an individual level, evaluation will allow the clerk to reflect on their contribution to effective governance and whether they are meeting the standards expected of them.

Model job description of the clerk to a governing board

Main purpose of role is to: Provide advice and guidance to the governing board on governance, constitutional and procedural matters. A professional clerk will contribute towards the efficient functioning a governing board and its committees by providing:

- administrative and organisational support;
- guidance to ensure that the board works in compliance with the appropriate legal and regulatory framework, and understands the potential consequences for noncompliance; and
- advice on procedural matters relating to the operation of the board

Main responsibilities and tasks

The clerk to the governing board will:

1. Provide advice to the governing board

- Advise the board on its core functions and Department for Education governance advice, including the Governance Handbooks and Competency Framework for Governance
- Advise the governing board on governance legislation and procedural matters where necessary before, during and after meetings
- Know where to access appropriate legal advice, support and guidance, and where necessary seek advice and guidance from third parties on behalf of the governing board
- Inform the governing board of any changes to its responsibilities as a result of a change in school status or changes in the relevant legislation
- Advise the board on the regulatory framework for governance (Maintained School Regulations/Academies, Company Law, Charity Law, Articles of Association and Funding Agreement)
- Offer advice on best practice in governance, including on committee structures and self-evaluation
- Ensure that statutory policies are in place, and that staff revise these when necessary
- Advise on the annual calendar of governing board meetings and tasks Send new governors induction materials and ensure they have access to appropriate documents, including any agreed Code of Conduct

- Contribute to the induction of governors taking on new roles, in particular chair of the board or chair of a committee
- Identifies priorities, anticipates issues which may arise and draws these matters to the chair's attention and proposes recommendations

2. Effective administration of meetings

- With the Chair and headteacher, prepare a focused agenda for the governing board meeting and committee meeting
- Liaise with those preparing papers to make sure they are available on time, and distribute the agenda and papers as required by legislation or the articles of association;
- Ensure meetings are quorate
- Record the attendance of governors at meetings (and any apologies – whether they have been accepted or not), and take appropriate action in relation to absences, including advising absent governors of the date of the next meeting
- Draft minutes of governance meetings, indicating who is responsible for any agreed action with timescales, and send drafts to the chair and (if agreed by the governing board), the headteacher
- Circulate the reviewed draft to all governors/ members of the committee, the headteacher (if not a governor) and other relevant board, such as the local authority/diocese/foundation/trust as agreed by the governing board and within the timescale agreed with the governing board
- Follow-up any agreed action points with those responsible and inform the Chair of progress

3. Membership

- Advise governors and appointing bodies in advance of the expiry of a governor's term of office and the impact of this on the board's capacity and skills mix
- Establish, in discussion with the board, open and transparent vacancy filling processes and procedures for election and appointment so elections or appointments can be organised in a timely manner
- Chair the part of the meeting at which the chair is elected, giving procedural advice concerning conduct of this and other elections
- Collate and maintain information about governors such as any pecuniary interests and where required publish this information on the school's website
- Ensure Disclosure and Barring (DBS) has been carried out on any governor when it is appropriate to do so
- Maintain a record of training undertaken by members of the governing board
- Maintain governor meeting attendance records and advise the chair of potential disqualification through lack of attendance
- Advise the governing board on succession planning (of all roles, not just the chair)

4. Manage Information

- Maintain up to date records of the names, addresses and category of governing board members and their term of office, and inform the governing board and any relevant authorities of any changes to its membership

- * Maintain copies of current terms of reference and membership of any committees and working parties and any nominated governors e.g. SEND
- Maintain a record of signed minutes of meetings in school, and ensure copies are sent to relevant bodies on request and are published as agreed at meetings
- Maintain records of governing board correspondence
- Ensure copies of statutory policies and other school documents approved by the governing board are kept in the school and published as agreed, for example, on the website

5. People and relationships

- Develop and maintain effective professional working relationships with the chair, the board and executive leaders
- Contributes to the coordination of effective learning and development opportunities for those involved in governance, including induction and continuing professional development

6. Personal Development

- Undertake appropriate and regular training to maintain his/her knowledge and improve practice
- Keep up-to-date with current educational developments and legislation affecting school governance
- Participate in regular performance management

7. Additional services

The clerk may be asked to undertake the following additional duties:

- Clerk any statutory appeal committees/panels the governing board is required to convene: if the clerk is not contracted to set up and clerk these panels, the governing board will have to make an alternative arrangement
- Assist with the elections of parent and staff governors
- Maintain a file of relevant Department for Education (DfE), local authority and church authorities (if appropriate) guidance documents.
- Maintain archive materials
- Prepare briefing papers for the governing board, as necessary
- Conduct skills audits and advise on training requirements Perform such other tasks as may be determined by the governing board from time to time

Key Abbreviations and Acronyms for Governors

A

AAD Academies Accounts Direction

AFH Academies Financial Handbook

AfL Assessment for Learning

AHT Assistant Headteacher

AO Accounting Officer
AoA Articles of Association APP Assessing Pupils' Progress
APS Average Point Score
AQA Assessment and Qualifications Alliance
ASCL Association of School and College Lecturers
ASP Analyse School Performance
AST Advanced Skills Teacher
ATCRE Association of Teachers of Catholic Religious Education
AWPU Age Weighted Pupil Unit

B

BME Black or Minority Ethnic

C

CCC Catechism of the Catholic Church
CCRS Catholic Certificate in Religious Studies
CEO Chief Executive Officer (MATs)
CES Catholic Education Service
CiC Children in Care
CFO Chief Financial Officer
CLA Children Looked After
CoG Chair of Governors
CPD Continuing Professional Development
CREDO Catholic Religious Education Development Opportunities (project)
CSS Children's Support Service (previously PRUs)

D

DBE Diocesan Board of Education
DBS Disclosure & Barring Service
DDA Disability Discrimination Act
DFC Devolved Formula Capital
DfE Department for Education
DHT Deputy Headteacher
DSG Dedicated Schools Grant
DSL Designated Safeguarding Lead

E

EAL English as additional language
EBacc English Baccalaureate

EBD Emotional & Behavioural Difficulties
Edtech Education Technology
EEF Education Endowment Foundation
EHCP Education Health and Care plan
ESFA Education and Skills Funding Agency
ESG Education Services Grant
EYFS Early Years Foundation Stage
EYFSP Early Years Foundation Stage Profile

F

FFT Fischer Family Trust
FGB Full Governing Body
FGM Female Genital Mutilation
FSM Free School Meals
FTE Full Time Equivalent

G

GAG General Annual Grant
G&T Gifted and Talented
GCSE General Certificate of Secondary Education
GDPR General Data Protection Regulation
GIAS Get Information About Schools

H

HLTA Higher Level Teaching Assistant HMI Her Majesty's Inspector of Schools
HoD Head of Department
HoS Head of School
HR Human Resources
HSE Health and Safety Executive
HT Headteacher
HTPM Headteacher Performance Management

I

IB Improvement Board
ICT Information & Communication Technologies
IDSR Inspection Data Summary Report
IEB Interim Executive Board
IEP Individual Education Plan (SEN pupils)
iGCSE International General Certificate of Secondary Education

INSET In Service Educational Training
IoG Instrument of Government
ISA Independent Safeguarding Authority
ISR Individual School Range
ITT Initial Teacher Training

J

JAR Joint Area Review

K

KCSIE Keeping Children Safe in Education
KS1, 2 Key Stage 1, 2

L

LA Local Authority
LAC Looked After Children
LADO Local Authority Designated Officer (child protection)
LCVAP Locally Coordinated Voluntary Aided Programme
LDD Learning Difficulties and Disabilities
LGC Local Governing Committee
LGPS Local Government Pension Scheme
LLE Local Leader of Education
LSA Learning Support Assistant

M

MAT Multi-Academy Trust
MDA Mid-Day Assistant
MDS Mid-Day Supervisor
MDIF MAT Development and Improvement Fund
MFL Modern Foreign Languages
MLD Moderate Learning Difficulties
MPR Main Pay Range

N

NAHT National Association of Head Teachers
NASUWT National Association of Schoolmasters/Union of Women Teachers
NBRIA National Board of Religious Inspectors and Advisers
NC National Curriculum
NCTL National College for Teaching & Leadership
NEET Not in Education, Employment or Training
NEU National Education Union
NGA National Governance Association

NLE National Leader of Education
NLG National Leader of Governance
NOR Number on Roll
NPQH National Professional Qualification for Headship
NPQML National Professional Qualification for Middle Leaders
NPQSL National Professional Qualification for Senior Leaders- NQT Newly Qualified Teacher
NSC National Schools Commissioner
NtG Narrowing the Gap
NUT National Union of Teachers
NVQ National Vocational Qualifications

O

OCR Oxford, Cambridge and RSA Examinations
Ofsted Office of Standards in Education
Ofqual Office of Qualifications & Examinations Regulation
OT Occupational Therapy

P

PAN Published Admissions Number
PI Performance Indicator
PLASC Pupil Level Annual Schools' Census
PMR Performance Management Review
PPA Planning, Preparation and Assessment
PRP Performance Related Pay
PRU Pupil Referral Unit
PSHE Personal Social Health and Economic education
PT Part Time
PTA Parent Teacher Association

Q

QA Quality Assurance
QTS Qualified Teacher Status

R

RAD Raising Attainment for Disadvantaged Pupils
RAP Raising Attainment Plan
RECD Religious Education Curriculum Directory
RoG Review of Governance
RPA Raising the Participation Age
RPA Risk Protection Agreement

RSC Regional Schools Commissioner
RSE Relationships and Sex Education

S

S48 Inspection of the Religious Life and RE Provision in Catholic Schools
SAT Single Academy Trust
SATs Standard Assessment Tests
SBM School Business Manager
SCC Schools Causing Concern
SCITT School - Centred Initial Teacher Training
SCR Single Central Record
SDP School Development Plan
SEAL Social & Emotional Aspects of Learning
SEN Special Educational Needs
SENCO Special Educational Needs Coordinator
SEND Special Educational Needs and Disabilities
SFVS Schools Financial Value Standard
SIB Strategic Intervention Board
SIC Statement of Internal Control
SIMS School Information & Management System
SIP School Improvement Plan SLA Service Level Agreement
SLD Severe Learning Difficulties
SLE Specialist Leader in Education
SLT Senior Leadership Team
SoD Scheme of Delegation (Multi-Academy Trust)
SOFA Statement of Financial Activities
SORP Statement of Recommended Practice
SoWA Source of Wisdom and Authority
SMSC Spiritual, Moral, Social and Cultural (development)
STA Standards and Testing Agency
STEM Science, Technology, Engineering and Mathematics
STPCD School Teachers' Pay and Conditions Document

T

TA Teaching Assistant
TLG Training Link Governor
TLR Teaching and Learning (responsibility point)
TSA Teaching School Alliance TPS Teachers' Pension Scheme

TUPE Transfer of Undertakings (Protection of Employment) Regulations

U

UIFSM Universal Infant Free School Meals

UP Upper Pay Scale

URN Unique Reference Number

V

VA Value Added

VA Voluntary Aided

VC Vice Chair

VLE Virtual Learning Environment

