

## TERMS OF REFERENCE FULL GOVERNING BODY OF THE LEARN TO LIVE FEDERATION

<b>Membership:</b>	Jacqui Warne (Executive Head) Kate Mythen (Chair FGB) Steve Cleverly (Chair CBT) Jill Grainger (Chair T&L) Su Aves Lois Clarke Rick Gaehl Lindsay Hill Tony Johnson Deb Norman Jake O’Loughlin Kay Rosier VACANCY (T&L Co-Opted) VACANCY (CBT Co-Opted)
<b>Associate Governors (no voting rights):</b>	Stuart Heron Nikki Burroughs Monika Davis Stella Taylor
<b>Ex Officio Members:</b>	Marie Barrett Katy Bradley Simon Winward
<b>Quorum:</b>	6 members (to include Executive Head)
<b>Chair of Committee:</b>	Kate Mythen
<b>Clerk of Committee:</b>	Katy Young
<b>Agreed at the Full Governors meeting on:</b>	16 <sup>th</sup> October 2019
<b>Date of Review:</b>	Autumn Term 2020

### **Withdrawal**

Any person employed to work at the school, other than the Executive Head, must withdraw from the meeting for discussions and decisions concerning the pay or performance of anyone employed at the school. The Executive Head must withdraw if his or her pay or performance is being discussed.

### **Matters of Urgency**

These may be dealt with by the Chair of Governors, Vice Chairs and Executive Head and reported to the Full Governing Body.

## **Membership**

As a member of the Learn to Live Federation Governing Body, all Governors will automatically become members of the 19-25 CIC (Community Interest Company). Once Governors leave the Governing Body, their membership of the 19-25 CIC will cease.

## **The governing board responsibilities for finance and resources including staff:**

The governing board has responsibility for 'Overseeing the financial performance of the school and making sure its money is well spent' (Governance Handbook). Governing boards are responsible for making sure their school's money is well spent. They should do this by making sure they have at least one governor with specific skills and experience of financial matters, and by asking questions such as:

- Are we allocating our resources in line with our strategic priorities?
- Are we making full use of all our assets and efficient use of all our financial resources?
- Are other schools buying things cheaper or getting better results with less spending per pupil?
- How can we get better value for money from our budget?
- Do we have the right staff and the right development and reward arrangements?
- What is the federation's approach to implementation of pay reform and performance related pay? If appropriate, is it compliant with the most up to date version of the School Teachers' Pay and Conditions Document?

Many governors may not be familiar with looking at and understanding data. There is a large volume of data available. It is essential that every governing board have at least one governor with the skills to understand and interpret the full detail of the financial data available. These individuals should make sure that the wider governing board has a correct understanding of the federation's finances. They should identify from the data the issues that most need to be discussed. Other governors should learn from them and undertake any available training opportunities to improve their confidence and skills in looking at data.

The governing board recognises that it is accountable for the way in which resources are used and it is committed to carrying out this responsibility honestly, transparently and with integrity. The committee has delegated responsibility from the governing board to fulfil the responsibilities of the governing board as specifically itemised below. The committee will operate in accordance with the provisions of the Schools Financial Value Standard (SFVS) to maintain effective arrangements for the efficient deployment of school resources.

## **The governing board responsibilities for teaching and learning including links with parents**

The governing board is the strategic lead for the school and has a vital role to play in making sure every child gets the best possible education. For maintained schools this is reflected in the law, which states that the purpose of maintained school governing boards is to 'conduct the school with a view to promoting high standards of educational achievement at the school'. The Governance Handbook also states that one of the core functions of the governing board is: 'Holding the Executive Head to account for the educational performance of the school and its pupils'. They should do this by making sure they have at least one governor with specific skills and experience of performance data, and by asking questions such as:

- Which groups of pupils are the highest and lowest performing, and why? Do you have credible plans for addressing underperformance or less than expected progress? How will we know that things are improving?
- Which year groups or subjects get the best and worst results and why? How does this relate to the quality of teaching across the school? What is your strategy for improving the areas of weakest performance?

- How are you going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals, boys and girls, those of a particular ethnicity, and any who are currently underachieving?
- Have your decisions been made with reference to external evidence? How will you know if your approach is working? Will the impact of decisions and interventions be monitored and supported?
- Are these happy schools with a positive learning culture? What is our track record on attendance, behaviour and bullying? Are safeguarding procedures securely in place? What are we doing to address any current issues, and how we will know if it is working?
- How good is our wider offer to pupils? Are the schools offering a good range of sports, arts and voluntary activities? Is school food healthy and popular?
- Do we listen to what pupils and parents are telling us?

Many governors may not be familiar with looking at and understanding data. There is a large volume of data available. It is essential that every governing board have at least one governor with the skills to understand and interpret the full detail of the performance data available. This governor(s) should make sure that the wider governing board has a correct understanding of the school's performance. They should identify from the data the issues that most need to be discussed. Other governors should learn from them and undertake any available training opportunities to improve their confidence and skills in looking at data.

### **Best Value**

The governing board will ensure the principles of Best Value are followed when making decisions. The principles of best value are:

- Challenge – why, how and by whom an activity is carried out;
- Compare – performance against other schools and between parts of each school;
- Consult – involving stakeholders, especially pupils and parents;
- Compete – as a means of securing efficient and effective services.

### **Delegation**

Governing boards may use their powers to delegate functions and decisions to committees or individual governors. It is the overall governing board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions. (Governance Handbook.)

### **Levels of Delegation - Decision or Recommendation**

D = **decision** to be taken by the committee and reported to the full governing board in the minutes.

R = the committee to make a **recommendation** to the full governing board, who will make the decision.

## FINANCE, COMMISSIONING

**Governors:** Steve Cleverly  
Lindsay Hill

**Policies and Documents delegated to this committee:**

- Charging and Remissions Policy (Statutory)
- Governor Allowances / Expenses Policy (Statutory)
- Finance Policy (Statutory) – recommendations to be taken to the FGB for approval
- Finance Table of Delegation
- Budget Monitoring Policy
- School's Financial Value Standard (SFVS) Return (Statutory)
- Lettings Policy
- 16-19 Bursary Fund

In consultation with the School Business Manager for Finance and Executive Head and taking into consideration: <ul style="list-style-type: none"> <li>• available resources</li> <li>• sustainability of commitments</li> <li>• the Federation Development &amp; Innovation Plan</li> <li>• forecast pupil numbers</li> <li>• anticipated contractual liabilities</li> <li>• other relevant factors</li> </ul> <p>The committee to scrutinise the formal budget plans for the financial year and make recommendations to the full governing board for its approval.</p>	R
To ensure the continued knowledge and understanding of governors in respect of the requirements of the Schools Financial Value Standard (SFVS) and ensure the annual return is submitted.	D
To ensure the establishment and maintenance of an up to date 3-5 year financial plan, ensuring that current data is used to inform the 3 year plan.	D
To monitor budgets for all funds under the governing boards control, including virement decisions, at least termly and to report significant variances from the anticipated position to the governing board.	D
To establish/recommend as appropriate policies (to include recommended levels of delegation) to the Governing Board. This will include a: <ul style="list-style-type: none"> <li>• Finance Policy</li> <li>• Charging and Remissions Policy</li> <li>• Governor Allowances / Expenses Policy</li> </ul>	R D D
To consider and approve non routine expenditure (not provided within the Federation Development & Improvement Plan) in accordance with the Finance Policy including recommendations from other committees.	D
To monitor statistics, performance indicators and key ratios and other non-financial data affecting budgets, directing action as appropriate.	D
To receive audit reports and refer key issues to the governing board. Direct the response to such reports and ensure such reports are appropriately acted upon.	D
To undertake financial benchmarking, alert the governing board to any best value implications and make recommendations to the full governing board for best practice.	D
Receive reports from SLT CBT re statistics and performance indicators and key ratios and other non financial data affecting budgets, directing action as appropriate.	D
To make decisions in respect of service level agreements and service contracts.	D
To monitor the proper allocation of pupil premium, sports funding and CiC funding and report to the full governing board.	D

Monitor Equality of provision for pupil premium.	D
Monitor speed of operation of the bursary.	D
Review catering and school meals. Re-affirm food standards in line with statutory duties.	D
Ensure that the free school meal provision is being met.	D
To agree the costs and arrangements for maintenance, repairs and redecoration within the budget allocation.	D
To receive reports from SLT CBT re contracts ensuring Best Value principles are adhered to.	D

## HR

**Governors:** Steve Cleverly  
Rick Gaehl

### Policies and Documents delegated to this committee:

- Staff Capability Policy (Statutory)
- Staff Code of Conduct Policy
- Staff Discipline Policy (Statutory)
- Staff Grievance Policy & Procedure (Statutory)
- Staff Leave & Absence Policy
- Teachers' Pay Policy (Statutory)
- School Recruitment & Selection Policy
- MAMSA Managing Sickness Absence Policy
- Redundancy Policy
- Whistleblowing Policy (Statutory)
- Single Central Record
- DBS Disclosure Policy
- Contract of Employment for each member of staff

In consultation with the Executive Head and giving consideration to the Federation Development & Innovation Plan, to review the staffing structure annually and whenever a vacancy occurs.	D
To ensure that requirements for safer recruitment are in place and that there is an up to date Single Central Record of recruitment and vetting (DBS) checks held in school.	D
Receive reports regarding arrangements for interviews and appointing staff, including any Governor involvement in different types of appointments.	D
To make arrangements for interviewing and appointing staff, including agreeing governor involvement in different types of appointments. Ensure every member of staff has a Contract of Employment.	D
To review identified staffing policies as necessary and ensure that staff are consulted on changes to policies that affect their terms and conditions of service, including arranging for consultation with unions, where appropriate.	D
To ensure work/life balance issues for all staff are given proper consideration when making decisions and that the working conditions and wellbeing of the staff are kept under review.	D
Monitor staff absence.	D
To review the training requirements of the school workforce and make recommendations.	D
Ensure that nominated First Aiders have appropriate training which is kept up to date.	D
To approve/recommend the policies and procedures for dealing with conduct, capability, discipline, grievance and redundancy, in line with Devon County models; and ensure that staff are informed of these.	R
To review a Pay Policy for all members of staff, in line with Devon County HR advice and make recommendations to the full governing board.	R

To approve the Performance Management/Teacher Appraisal Policy.	D
To agree policy, protocol and timetable for governor visits to the school (linked to the Federation Development & Innovation Plan).	D

## PREMISES, SECURITY, HEALTH & SAFETY

**Governors:** Tony Johnson

**Policies and Documents delegated to this committee:**

- **Accessibility Plan (Statutory)**
- **Health & Safety Policy (Statutory)**
- **Asset Management Plan**
- **School Continuity Plans**
- **School Emergency and Management Plans**
- **Medical Arrangements in School**

To assist the Executive Head and discharge the responsibilities of the governing board on matters relating to the school premises and grounds, security and environment.	D
To ensure an annual inspection of the premises and grounds is carried out and reported; receive reports from staff and agree a statement of priorities for maintenance and improvement.	D
To oversee the preparation and implementation of contracts, ensuring best value (see above) principles are adhered to.	D
To agree the costs and arrangements for maintenance, repairs and redecoration within the budget allocation (within the Asset Management Plan).	D
To agree, evaluate and review the Federation's Accessibility Plan.	D
To consider the advice and recommendations and the model Health and Safety Policy supplied by the Local Authority and to agree and keep under review a Health and Safety Policy for the federation.	D
To ensure that the necessary school management organisation is in place to implement the school's Health and Safety Policy.	D
Receive reports from SLT CBT ref effectiveness of the Federation's Health & Safety arrangements.	D
Ensure that appropriate risk assessments, including annual fire risk assessment, take place and are acted upon.	D

## PAY, PERFORMANCE & TRAINING IN RELATION TO APPRAISALS INCL EXECUTIVE HEAD REVIEW AND APPRAISAL

**Governors:** Steve Cleverly  
Rick Gaehl  
Kate Mythen  
Jill Grainger

**Policies and Documents delegated to this committee:**

- **Appraisal for Teachers and Executive Head Policy (Statutory)**

To make recommendations by 31 <sup>st</sup> December in relation to any pay progression, in line with the Teachers' Pay and Conditions Document, to the governing board committee with delegated responsibility for decisions on pay.	D
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To adopt and keep under review staff appraisal policies including the criteria for pay progression.	D
To ensure that the appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that pay decisions can be objectively justified.	D
To annually review the salaries of all staff.	D
To approve teachers' salaries following recommendations from the Executive Head/Senior Leadership Team on whether to award performance pay in line with the Federation's policy.	D
To monitor the outcome of pay decisions, including the extent to which different groups of teachers may progress at different rates and check processes operate fairly.	D
Following recommendations from the Executive Head, to make decisions in respect of pay increases of any members of staff in a leadership role not covered by teacher appraisal and ensure decisions on pay are linked to performance.	D
To review the Executive Head's salary annually, and to have regard to any recommendation from the governors who have conducted the Executive Head's appraisal.	D
To undertake salary reviews at any other time the governing body directs that there is a need to do so.	D
To consider the salary appropriate for new posts within the school, in line with similar posts already in place.	D
To inform the governing body of approved salary decisions, to ensure inclusion in the budget.	D
<b>For the Executive Head's Appraisal:</b>	D
<ul style="list-style-type: none"> <li>To ensure that at every stage the appraisal is firmly linked to Federation improvement and the agreed criteria identified in the performance objectives.</li> </ul>	D
<ul style="list-style-type: none"> <li>To work with an external adviser, appointed by the Full Governing Board to support and advise the panel during the Executive Head's appraisal process.</li> </ul>	D
<ul style="list-style-type: none"> <li>To prepare for the appraisal meeting with advice from the external adviser by reviewing the objectives set for the previous year along with the Executive Head's overall performance and any challenges faced.</li> </ul>	D
<ul style="list-style-type: none"> <li>To lead the Executive Head's performance appraisal meeting with support from the external adviser's written report.</li> </ul>	D
<ul style="list-style-type: none"> <li>To consider the Executive Head's learning, development &amp; support needs and how these will be addressed.</li> </ul>	D
<ul style="list-style-type: none"> <li>To advise the Executive Head of the standards against which the performance will be assessed during the coming year.</li> </ul>	D
<ul style="list-style-type: none"> <li>To set the objectives for the coming academic year.</li> </ul>	D
<ul style="list-style-type: none"> <li>To undertake a review meeting after 6 months to consider the progress towards meeting the objectives and whether they need to be amended if circumstances have changed.</li> </ul>	D

## GDPR, WEBSITES, SOCIAL MEDIA

**Governors:** Steve Cleverly  
Rick Gaehl  
Vacancy

### Policies and Documents delegated to this committee:

- **Data Protection Policy incl GDPR and Associated Appendices (Statutory)**
- **Freedom of Information Publication Scheme (Statutory)**
- **Ofsted Report, or a link to it, published on school websites (Statutory)**

<ul style="list-style-type: none"> <li>• <b>Performance tables, link to the DfE website available on school websites (Statutory)</b></li> <li>• <b>Statement of the school's Ethos and Values published on school website (Statutory)</b></li> </ul>	
To assist with and oversee the development of the school website, including ensuring statutory policies and information appears on the website in a timely manner.	D
To ensure the statutory duties relating to pupil record keeping, disclosure of information and pupil reports are fulfilled. Including reviewing and updating the Data Protection Policy and the Freedom of Information Publication Scheme, in line with statutory duties.	D
To ensure that the most recent Ofsted reports, or links, are available on the school websites.	D
To ensure there a link to the DfE school performance table website on the school websites.	D
To ensure the ethos and values of the Federation are featured on the school websites.	D

## TEACHING & LEARNING INCL CURRICULUM AND ASSESSMENT

**Governors:** Kate Mythen (Curriculum Link Governor for Maths)  
Jill Grainger (Curriculum Link Governor for English)

**Policies and Documents delegated to this committee:**

- **SEN Policy (Statutory)**
- **Curriculum information published on school websites (Statutory)**
- **Pupil Premium and Sports Grant information published on school websites (Statutory)**
- **Curriculum Policy & Statement**
- **Governor Visits Policy**
- **Sex and Relationships (Sex Education) Policy (Statutory)**

Monitor the implementation and effectiveness of the agreed SEN policy and report to full governing board. Ensure relevant information relating to SEN is published on the school website.	D
To ensure the needs of <i>all</i> pupils are met by ensuring the relevant policies, practices and procedures are in place and being implemented effectively for all vulnerable groups eg children in care; looked after children; children with specific medical needs; children with English as a second language; children who attract additional funding ie pupil premium, sports grant, free school meals; ethnic minority and traveller children and forces children.	D
To monitor the implementation of changes to the school curriculum in line with national and local guidelines, legislation and requirements.	D
To evaluate information from the Executive Head, subject leaders and staff about how the curriculum is taught, evaluated and resourced, report to full governing board.	D
To review and report key messages on school performance to the Governing Body.	R
To agree the arrangements for educational visits and ensure that they are in line with current Devon County Council guidance (link to Health & Safety).	D
To ensure the continued knowledge and understanding of governors in respect of the National Curriculum.	D
To receive information on Home School Agreements being in place, and monitor. Ensure input has been sought from stakeholders (pupils; parents and carers; staff) to inform any proposed changes.	D
To monitor and evaluate the impact of Pupil Premium and Sports Grant funding and report to full governing board. Ensure information is published on the school website to show how the money has been spent.	D



To ensure the Governing Body's duties on pupil record keeping, disclosure of pupil information and pupil reports are fulfilled.	D
To monitor pupil attendance and set targets as necessary.	D
To ensure statutory information relating to the curriculum is published on school websites including how parents (including prospective parents) can obtain further information in relation to the curriculum.	D
To ensure the governing board meets their statutory duty to be involved in the formulation of the 'Local Offer' with the Local Authority. (The LA has a legal duty to involve parents, children & young people in the development of the local offer, ie what can be expected for all children & young people with SEND).	D
To develop and review a monitoring procedure and cycle for governors focussing on specific areas of the curriculum, linked to the Federation Development & Innovation Plan. Link to an agreed programme of governor visits at full governing board level.	R
To establish/recommend as appropriate the policy and protocol for governor visits to the school. Ensure all governors are aware of and following the agreed structure by monitoring its implementation.	D
Review school session times.	R
Review and recommend term dates including non-pupil and inset days.	R
In consultation with the Executive Head, and giving consideration to the Federation Development & Innovation Plan, to review the staffing structure annually and whenever a vacancy occurs.	D

## SAFEGUARDING INCL BEHAVIOUR, E-SAFETY, SUPPORT AND PREVENT

**Governors:**     **Kate Mythen**  
                          **Su Aves**  
                          **Jill Grainger**

**Policies and Documents delegated to this committee:**

- **Attendance Policy**
- **Behaviour Policy (Statutory)**
- **Child Protection & Safeguarding Policy incorporating Adult Safeguarding (Statutory)**
- **Keeping Children Safe In Education (KCSIE)**
- **E-Safety/Online Safety Policy incl BYOD**
- **Social Media Policy**

The Safeguarding Governors will undertake appropriate governor training in order to fully understand their role.	D
To keep the Governing Board up to date with work undertaken by the Safeguarding Governor through regular (termly) written reports supplied to the Clerk to disseminate to the FGB.	D
To ensure that each school appoints a Designated Safeguarding Lead (DSL) for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to child protection training.	D
To ensure that the DSL role is clearly defined in the role holder's job description and the DSL receives refresher training at prescribed intervals.	D
To review and agree, with the Executive Head, the Behaviour Policy and Behaviour Principles. Ensure the Policy and relevant information is published on the school websites and there is continuity of application throughout the schools.	D

Monitor and ensure that all staff, including temporary staff and volunteers, are provided with the Federation's safeguarding/child protection policy and staff behaviour policy/code of conduct.	D
To monitor and evaluate the federation's application of the agreed child protection policy and procedures, including the staff behaviour policy/code of conduct.	D
To review policies, checking that the school has ensured that they are consistent with DSCB and statutory requirements, reviewed annually cross referenced and made publicly available on the school websites.	R
To monitor and evaluate the federation's procedures for dealing with allegations of abuse made against members of staff including allegations made against the Executive Head and allegations against other children. Ensure that these are in line with statutory requirements and are effective.	D
To monitor and evaluate the federation's safer recruitment procedures, including statutory checks on staff suitability to work with children and disqualification by association regulations. Ensure these are followed.	D
To monitor the staff training requirements for all staff and volunteers, including the Executive Head and ensure these meet statutory requirements. Check that all staff receive information on induction about the federation's safeguarding arrangements, staff behaviour policy or code of conduct and the role of the DSL.	D
Monitor and evaluate the arrangements for child protection training, including staff being regularly updated in line with statutory requirements– 'at least annually' for DSL.	D
Monitor and evaluate how the school ensures pupils are taught about safeguarding, including online, as part of a broad and balanced curriculum.	D
To ensure that the school has met its statutory duties (Section 175/157 Education Act 2002) by completing and returning the annual safeguarding audit to the Local Authority. Ensure that any weaknesses identified are rectified by the school without delay.	D
Prepare an action plan against weaknesses identified in the audit, plus any other areas identified in need of additional attention. Monitor and evaluate this action plan.	R
To ensure that all staff and governors have received KCSiE (Keeping Children Safe in Education) statutory guidance.	D
To regularly receive updates on publicity and any related issues as required.	D
To monitor and evaluate the Single Central Register (SCR) annually and sign it, but more frequently in larger schools or where staff turnover is high (termly).	D
To review and agree the Child Protection Policy (including Cyber Bullying and e-safety strategies) on an annual basis. Monitor and evaluate implementation of the policy and report any concerns/ areas for improvement to the full governing board.	D
To monitor and evaluate the online safety policy and report to FGB. Policy/guidance on the use of mobile technology for both staff and pupils needs to be present.	D
To monitor and evaluate the school's effective application of the online safety policy.	D
To ensure that the school follows all current online safety advice and keeps the children and staff safe.	D
To support the school in encouraging parents and the wider community to become engaged in online safety activities.	D
Ensure an attendance register is taken daily at school. Monitor pupil attendance and set targets as necessary. Review and evaluate progress towards these targets. Monitor exclusion procedures and exclusion data, including pupils on a part time curriculum. Have due regard for children potentially missing from education. Review the Attendance Policy.	D

## EQUALITY AND PUPIL PREMIUM, MONITORING AND DELIVERY OF EHCPs

**Governors:** Jill Grainger  
Kay Rosier  
Deb Norman

**Policies and Documents delegated to this committee:**

- Equality & Cohesion Policy
- Transgender Policy

To ensure that the schools meet the statutory requirements relating to equality legislation including providing information (or an agreed policy) on the school websites to comply with the Public Sector Equality Duty.

D

## EQUALITY AND OUTCOMES FOR CHILDREN IN CARE

**Governors:** Su Aves

**Policies and Documents delegated to this committee:**

- Children in Care Policy

To ensure the needs of children in care/looked after children are met by ensuring the relevant policies, practices and procedures are in place and being implemented effectively.

D

## LIAISON WITH STUDENTS, FAMILIES AND STAFF INCL ADMISSIONS & TRANSITIONS

**Governors:** Jill Grainger  
Jake O'Loughlin

**Policies and Documents delegated to this committee:**

- Admissions Policy
- Complaints Procedures
- Provider Access Policy
- Freedom of Information

To assist the Executive Head in promoting good relationships and communication with parents and the wider community.

D

Ensure that the needs of stakeholders are monitored and responded to effectively with regards to duties under the Extended Services legislation. Keep services under review and make recommendations to develop and adapt services to react to changes in need.

R

To encourage wider networking with other schools in the locality, nationally and internationally to inform and enhance opportunities for children and young people, facilitate staff development and sharing of good practice, moderation of pupils work, transition processes and benchmarking.

R

To ensure a Complaints Procedure is in place and monitored. Review complaints and look for any common themes. Investigate any changes in practice required and recommend to the full governing board.

R

Monitor all transitions (in conjunction with the CBT Committee), where students are having significant change across the Federation and beyond.

D