Abstract

*“Collaboration is a key part of the success of any organization, executed through a clearly defined vision and mission and based on transparency and constant communication.” –* ***Dinesh Paliwal***

Langford and Wilberforce Partnership LGB

*Terms of Reference& Governance Model*



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### The Purpose of the Partnership Local **Governing** Body (LGB)

The Partnership Local Governing Body (LGB) provides local governance and accountability for both Wilberforce and Langford Primary Academies. It functions as a single entity and, as such is a sub-committee of the United Learning Trust Board (UL), which is ultimately responsible for the governance of both schools.

The Partnership LGB responsibilities are delegated to it as outlined in the UL scheme of delegation. It has a non-executive function: responsible for the strategic oversight of the core business of the schools; that of providing excellent educational provision for all of the children and families.

On behalf of the Trust Board this LGB;

1. Sets the strategic vision for the schools, in line with the vision, values and ethos of UL
2. Holds leaders to account for delivering an outstanding standard of educational provision across both schools
3. Monitors the appropriate use of public money including additional funds (pupil premium, SEND grants, additional targeted funding)
4. Advocates for children and young people in the care of the schools

The Partnership LGB is responsible for ensuring that the schools deliver what United Learning Trust expects: aiming to ensure that each school maintains its distinct character and ethos so that all children attend a successful school which provides them with an exceptional education and supports their well-being.

1) **It sets the strategic direction of the school by:**

1. Agreeing the values, aims and objectives for the schools
2. Agreeing the policy frameworks for achieving those aims and objectives
3. Agreeing statutory targets, in conjunction with the Education Director
4. Agreeing each school improvement strategy.

2) **It holds leaders to account by;**

1. Monitoring, reviewing and evaluating:
2. The implementation and effectiveness of the school improvement strategy
3. The accuracy of school self-evaluation
4. The delivery of agreed policies
5. Monitoring progress towards targets
6. Monitoring each school’s response to Ofsted/DFE or other external review of its provision
7. Monitoring the performance development of staff

**3) It monitors the effective use of public money by:**

1. Monitoring the progress of the agreed budget on a monthly basis
2. Supporting budget planning and the preparation of draft budgets
3. Responding to audits
4. Advising on capital projects
5. Advising on the appropriateness of staffing structures

**4) It advocates for children by:**

1. Appointing governors for safeguarding at each site
2. Appointing governors for special educational needs and disabilities
3. Monitoring the provision of pastoral and behaviour support for pupils
4. Supporting the good attendance of pupils
5. Ensuring that the curriculum is fit for purpose
6. Ensuring that the school makes reasonable adjustments in line with its responsibilities for SEND and those under the Equalities Act 2010
7. Ensuring that pupil, parents and carers are involved and consulted
8. Making available information to the community
9. Assisting in the appointment and supporting the performance management of the headteacher who will deliver the aims (through the day to day management of the school, implementation of the agreed policy framework and school improvement strategy, and delivery of the curriculum) and report appropriately to the LGB.

For governing bodies to carry out their role effectively, governors must be prepared and equipped to take their responsibilities seriously and be acknowledged as the accountable body by the lead professionals. They are supported by United Learning in that task and are willing and able to monitor and review their own performance.

### General

We are aware of and accept the Nolan seven principles of public life and as governors we confirm our commitment to conduct ourselves according to the Code of Conduct in Appendix B.

### Roles and Responsibilities of Governance

The United Learning [Scheme of Delegation](https://unitedlearning.org.uk/Portals/0/Library/Legal%20Information/Governance%20Documents/United%20Learning%20Scheme%20of%20Delegation.pdf) sets out the general responsibilities of the LGB and other groups like the trustees, full time UL staff and head teachers. Governance should be, at all times, in line with the strategies of the Group Board.

### Commitment

The Governors commit to attend at least 5 meetings per year and to make at least 3 visits to the school (including virtual meetings and visits by phone).

### Appointment of Governors and Quorum

Governors for the LGB shall be appointed as follows.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number** | **Appointment** | **Term of Office** |
| **Partnership Chair** | 1 | Appointed by UL Trust | 3 years |
| **Vice Chair(s)** | 2 | Appointed by the LGB to serve at each site | 3 years in line with COG |
| **Ordinary members** | Up to 8\* | Appointed by LGB | 3 years, renewable up to 9 years |

*The quorum for LGB meetings shall be 3 governors.*

### Finance Delegation

The United Learning LGB handbook details specific areas of responsibility but for clarity regarding financial delegation, the LGB:

* Receives summary management accounts from central office to ensure the LGB is fully aware of the school’s financial performance
* Advises the head teacher on priorities of strategic plan based on budget assumptions
* Contributes views in relation to priorities within the final budget
* Is responsible, with the head teacher, for recommending capital expenditure priorities

For other delegated roles see Appendix A in this document.

### Portfolio Governors

In order to improve knowledge, accountability and scrutiny of key functions, the Partnership LGB has appointed a number of Portfolio Governors to take responsibility for particular areas of the school improvement plan at each site. The Portfolio Governor is responsible for helping the governing body identify strengths, weaknesses, opportunities and threats regarding the area they have taken responsibility for. The following portfolio governor roles have been approved for 2020-21:

|  |  |
| --- | --- |
| **ROLE** | **GOVERNOR TBC** |
| Curriculum | Ross Bishop |
| EYFS | Sarah Studd |
| Finance | Rachel Russell |
| Governance | Dominic McGonigal |
| Head Performance | Dominic McGonigal |
| Health & Safety | Ruth Douglas |
| Risk Management | Andre Blackman |
| Safeguarding (Langford) | Clemmie Stewart |
| Safeguarding (Wilberforce) | Casimir Iswaskiewicz |
| SEND | Ella Howard |
| Standards | George Sanders |

### Role of Portfolio Governor

**General**

The Portfolio Governor will keep up-to-date on progress and key developments in their area, through visits to the designated school site (learning walk), liaison with the Head, liaison with relevant members of staff and relevant training. They will report to the LGB periodically, usually in conjunction with the Head’s report covering that area.

**Remit**

* To meet with the relevant member of staff to become better informed and discuss the implementation of agreed actions and progress towards targets.
* To attend, where possible, relevant training where this is appropriate.
* To review information from the dashboard and other reports in order to contribute to the monitoring and evaluation of standards.
* To understand what Good and Outstanding performance looks like in their area.
* To be familiar with information from other sources (e.g.OFSTED)
* To provide a report periodically to the governing body, in conjunction with the Head’s report.

The following set of questions may help link governors in their role:

* What issues are in the school’s Self Evaluation or School Improvement Plan that applies particularly to this portfolio and what plans do we have to address them?
* What progress are we making towards implementing plans and how will we assess the impact?
* In what particular ways does this portfolio contribute to achieving statutory and other targets?
* How is this portfolio monitored and assessed?
* What areas of staff development are currently being addressed through Continuing Professional Development?
* How are we communicating with and involving parents?

**Role by area**

**EYFS**

This role involves supporting the Nursery and Reception Team, as well as SLT, to deliver ensure a smooth and positive start to learning at Langford. This includes supporting the learning in the classroom, excellent relationship building and maintaining a beautiful learning environment. The governor responsible for Early Years should be enthusiastic about seeing learning in action and offer support and challenge to the EYFS team. They should know what standards look like in comparison to national expectations and understand the story behind this data. The EYFS governor should have an overview of the teaching, learning and assessment systems in EYFS and why these are effective.

A link to the role description for EYFS is

[here](https://hub.unitedlearning.org.uk/school-support/governance/local/Governor%20Toolkit/Nominated%20Governor%20%20for%20Early%20Years.docx)

**Finance**

*A link the role description for the finance governor is*

[*here*](https://hub.unitedlearning.org.uk/school-support/governance/local/Governor%20Toolkit/Finance%20Governor%20role%20description.docx)

**Head Performance**

Line management responsibility for the Head’s performance rests with the UL management team. The governor for Head Performance supports the UL management team in managing the Head’s performance, taking part in review meetings and having an input to the Head’s objectives and appraisal.

**Health and Safety**

The Governing Body has a duty to ensure that the school is upholding good health and safety standards at Langford and Wilberforce.  The Portfolio Governor’s role is to support the leadership of the school to maintain a proactive and reflective approach to health and safety.  The Governor should take an active interest in how health and safety issues are monitored and issues remedied.  The Governor should familiarise themselves with the school building & health arrangements in place as well as core policies.  This is all in liaison with the Health and Safety Committee.

A link to the H&S governor role description is

[*here*](https://hub.unitedlearning.org.uk/school-support/governance/local/Governor%20Toolkit/Nominated%20Governor%20for%20Health%20and%20Safety.docx)

**Safeguarding:**This is a core component of the culture and climate of the school and the governor in this role must take this part of their job very seriously. The role is to support the leadership of the school to maintain a proactive and reflective approach to supporting the children’s health, safety and wellbeing. The governor should ensure that the school is meeting its statutory requirements. The governor should also take an active interest in how the safeguarding team manage concerns from start to finish, including liaison with other agencies. The governor should familiarise themselves with CPOMS and support the HR and business manager to ensure safer recruitment. This is all in liaison with the Head and the governor must familiarise themselves with the core policies that keep children safe in education. They will need to have the highest levels of confidentiality.

A link to the Safeguarding role description is

[here](https://hub.unitedlearning.org.uk/school-support/governance/local/Governor%20Toolkit/Nominated%20Governor%20welfare%20and%20child%20protection.docx)

**SEND**

The role of the SEND governor is to make sure there is a clear vision for all SEND learners at Langford. They should have a good understanding of how SEND learners are identified, assessed and  
supported and ensure that teachers have received relevant training to support SEND learners in class. The governor should raise awareness and ask questions relating to SEND at Governing Body Meetings and ensure that it is addressed in the school’s SEF and Improvement Plans.  
The governor should have a good understanding of how the SEND budget is allocated. They should be aware of how the school communicates with parents regarding their child’s needs and progress. The SEND governor should offer support and challenge to the SENCO.

**A link to the SEND governor role description is**

[**here**](https://hub.unitedlearning.org.uk/school-support/governance/local/Governor%20Toolkit/Nominated%20Governor%20for%20SEND%20role%20description.docx)

**Staff**

Staff members may be invited periodically to present to the LGB, they may also be invited to attend meetings in conjunction with advice from the Headteacher. The Headteacher is not a member of the governing body but will be expected to attend LGB meeting. Deputy or Assistant headteachers may also be asked to attend LGB meetings at the discretion of the COG.

**Parent/Community**

Parent surveys and opportunities for parents to feedback to the governing body will be offered throughout each year. The annual parent and pupil survey results are analysed by the LGB and areas for improvement considered.

See Appendix G for a standard governor’s report

#### **APPENDIX** A – DELEGATED POWERS

A link to the scheme of delegation is

[here](https://hub.unitedlearning.org.uk/school-support/governance/local/Pages/Scheme-of-Delegation.aspx)

A link to the UL Local Governing Body Handbook (2019 edition) is

[here](https://hub.unitedlearning.org.uk/school-support/governance/local/Pages/LGB-Handbook.aspx)

#### APPENDIX B – CODE OF CONDUCT

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 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 encourage open government and will act appropriately. 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 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. In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing body.

**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 in full why we are unable to. We will get to know the school well and respond to opportunities to involve ourselves in school activities. Our visits to school will be arranged in advance with the staff and undertaken within the framework established by the governing body and agreed with the headteacher. We will consider seriously our individual and collective needs for training and development and will undertake relevant training. We are committed to actively supporting and challenging the headteacher.

**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 all 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 the 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 or outside 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 that we have in connection with the governing body’s business in the Register of Business Interests. We will declare any pecuniary interest - or a personal interest which could be perceived as a conflict of interest - in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

#### APPENDIX C – INDUCTION FRAMEWORK

**The purpose of the induction framework**

The Partnership Local Governing Body (LGB) and Headteacher believe it is essential that all new governors receive a comprehensive induction package. The aim of this process is to support effective governance and the retention of governors. The LGB and Head will ensure that new governors are given the necessary information and support to fulfil their role with confidence.

**New Governor induction checklist**

This document is to be completed and kept up to date by each new governor and the current version returned by email, or hard copy to the Clerk to Governors once completed.

|  |
| --- |
| **Meeting the Governing Board** |
| **Action** | **Person Responsible** | **Date Completed/Notes** |
| Meet the chair of governors | Chair |  |
| Complete tour of school | Member of SLT |  |
| Meet key people in School | Member of SLT |  |
| Attend an LGB Meeting | Chair to introduce new governor to the LGB |  |
| **Training and paperwork** |
| **Action** | **Person Responsible** | **Date Completed/Notes** |
| DBS clearance | School Business Manager |  |
| Letter of Appointment to LGB | LGB Clerk |  |
| Learning Walk | Member of SLT |  |
| Receive United Learning Handbook | LGB Clerk |  |
| Complete skills audit | Chair or Vice Chair |  |
| Safeguarding overview | Staff member and/or LGB member with responsibility for Safeguarding |  |
| Core Training – Community Link | Portfolio Governor for Community Link |  |
| Core Training - Finance | Portfolio Governor for Finance |  |
| Core Training - School Improvement and School Progress | Portfolio Governors for School Improvement and School Progress |  |
| **Items the new governor should receive** |
| **Item** | **Person Responsible** | **Date Completed/Notes** |
| Terms of reference for the governing body | Chair or Vice Chair |  |
| Information on where governors can access all the school’s policies | Headteacher |  |
| Most recent Headteacher’s report | Headteacher |  |
| Minutes from the last governors’ meeting | Clerk to governors |  |
| **Actions for the new governor** |
| **Action** | **Person Responsible** | **Date Completed/Notes** |
| Take responsibility for an area of school improvement plan | Chair to agree this with new governor |  |
| Ask your workplace about time off for governor duties (if applicable) | New governor |  |
| Read the Governance Handbook from the Department for Education (DfE) (see attached) | New governor |  |
| Read the schools' latest Ofsted reports (https://reports.ofsted.gov.uk/) | New governor |  |
| Look at the school websites | New governor |  |
| Research recent news items on school governance/education | New governor |  |
| **Other actions** |
| **Action** | **Completed?** | **Notes** |
| Visit the schools (after a couple of months) with the Governor Focus Questions |  |  |
|  |  |  |

**Governor Development Pathway Overview**

**STEP UP & EXTEND CHECKLIST**

Once a governor has completed their Induction and Core Training, they can start to identify key areas of governance within the school to take responsibility for as a Portfolio Governor. Governors are invited to create their own development and training plan, and attend specialist training sessions, in discussions with the Chair or Vice Chair of Governors and the Head. They are asked to keep a record of training sessions they undertake and provide the Clerk to Governors with their “Step Up” & “Extend” checklist at the LGB board’s request.

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Core** | **Step Up** | **Extend** |
| **LGB Governor** | Information & Resources on *(for example)*:  - Every Lesson - Good or Better  - No Child Left Behind  - Every Child in school/supported  - Every Adult Matters  - Future Planning  - e-learning on BiECloud | **Take up Portfolio Governor role:**  Subject or Key Mission role  **Specialist training for specific areas *(for example)*:**  *- Safeguarding & Child protection*  *- Health & Safety*  *- SEND/Inclusion*  *- Performance Related Pay* | - Mentoring other governors  - Excellence Visits - UL schools |
| **LGB Chair** | Information & Resources on:  - Knowing Your School  - Strategic Planning  - Self Evaluation & Effectiveness  - 360 Review Tool for LGB Chair’s  - e-learning on BiECloud | **Specialist training for specific areas *(for example)*:**  *- Chairing Skills*  *- Safer Recruitment*  *- Performance Management* | - Mentoring other Chairs  - Excellence Visits - UL schools |

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#### APPENDIX D – CPD

**The purpose of the CPD framework**

Effective CPD is crucial to enabling the partnership Local Governing Body (LGB) to fulfil their role as the accountable body for both schools. A skills audit of the governing body should be taken regularly to identify the strengths and weaknesses of the board. Training can then be used to develop areas of weakness and enhance areas of strength. This applies to individual board members as well as the board. Board members should continuously look to improve their knowledge and skills. Any training that a governor receives should be shared with the group. Training should be cost effective and budgeted. LGB members should:

* Be up to date on trends and changes in governance
* Use the NGA Skills Audit process to identify the skills and improvement needs of each governor and the LGB
* the chair and vice chair to attend United Learning’s Education Board meetings and annual conference for specific updates and training
* Use training and e-learning courses provided by the tri-borough (the London boroughs of Hammersmith & Fulham, Kensington & Chelsea and Westminster)

**Sources of training for governors:**

1. United learning: Governance Lead will provide induction and support to new LGB members
2. Local authorities
   1. Training and Development for Governors booklet from the tri-borough: see attached 2016-2017 booklet for the list of events and courses
3. National college
   1. Free workshops for up to 3 governors: <https://www.gov.uk/guidance/school-governors-professional-development#training-workshops-for-governing-body-members>
4. Teaching schools
   1. Teaching schools offer governor development programmes. List of teaching schools near Langford and Wilberforce: <http://apps.nationalcollege.org.uk/s2ssd_new/search.cfm?nlg_select=1&postcode=SW6+2LG&st=1&end=10&submit>=

1. Free online governor induction from The Key

Governor Induction is a free e-learning module produced by The Key in partnership with [Lloyds Banking Group](http://www.lloydsbankinggroup.com/ProsperPlan) and [SGOSS — Governors for Schools](https://www.sgoss.org.uk/). It is designed for new governors and trustees in maintained schools, academies and multi-academy trusts, and can also be used as a refresher for existing governors and trustees.

The module includes information, activities, videos and practical resources. It provides an overview of:

Your role and responsibilities

The impact you can make

Learning about your school

Attending your first meeting

Your accountabilities

Governor Induction takes around an hour to complete. The module is free to access and can be completed on PCs, tablets and smartphones: <https://governorinduction.thekeysupport.com/?marker=fromGOVarticle-4144>

**Other useful sites for governors:**

* Modern Governor: <https://www.moderngovernor.com/>
* National Governor’s Association: <http://www.nga.org.uk/Home.aspx>
* The Teacher Development Trust**:** <http://tdtrust.org/school-governing-boards-and-cpd-2>
* National College for Teaching and Learning: <https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>
* Hampshire Governor services: <https://www.hants.gov.uk/educationandlearning/governors>

#### APPENDIX E – GOVERNANCE REVIEW AND SKILLS AUDIT

The LGB conducts an annual review of governance and skills audit, normally at the end of the school year. This is done via an online survey questionnaire completed by all governors. The results are discussed by the LGB, usually at the July meeting, and any actions for change are noted. The most recent survey questionnaire is available at this link.

https://www.surveymoz.com/s/LangfordSkills

**Additional audit tools may be found** [**here**](https://hub.unitedlearning.org.uk/school-support/governance/local/Pages/LGB-Audit-Tools.aspx)

**UL governance lead will support the review of partnership governance planned initially for January 2021.**

#### APPENDIX F – ANNUAL PLAN FOR LGB MEETINGS AND HEAD’S REPORT

The Partnership LGB will follow the recommended template agendas and Head’s report template from UL, adapted to suit the particular objectives of the Partnership LGB at the time.

**APPENDIX H – GOVERNOR’S VISIT REPORT**

**Governor’s visit should have a purpose, linked to the strategic plan or the portfolio responsibility of the governor. Normally, a visit will follow a line of enquiry.**

**A template Governor’s Visit Report follows.**

**GOVERNOR VISIT REPORT**

Name of Governor: XXXX

Responsibility: XXXX

Date of Visit: XXXX

|  |
| --- |
| **Expected outcome from visit/line of enquiry for visit:** |
|  |

|  |
| --- |
| **Question/line of enquiry 1:** |
| **Answer:** |
| **What evidence did you see to support the above:** |
| **What members of staff did you meet with:** |

|  |
| --- |
| **Question/line of enquiry 2:** |
| **Answer:** |
| **What evidence did you see to support the above:** |
| **What members of staff did you meet with:** |

|  |
| --- |
| **Question/line of enquiry 3: Are outcomes improving across the school?** |
| **Answer:** |
| **What members of the school community did you meet with:** |

|  |
| --- |
| **Next Steps/Additional information/Conclusions/Timeline:** |