



Downlands Community School
College Road
Blandford Camp
Blandford Forum
Dorset
DT11 8BG

Headteacher: Mr J. Rielly

Tel: 01258 453348
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Web: www.downlandsschool.org

Governor Roles

The following specific roles are identified and described in this document:

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The following are sub-committee roles required periodically, outside of the full governing body meetings:

- Headteacher's Performance Management
- Teachers' Pay Appeals
- Disciplinary Matters
- Redundancy and restructuring
- Recruitment of teachers and TAs



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1. Chair of Governors

Role and responsibilities in addition to those listed for ALL GOVERNORS

General

- Ensure the effective organisation of the GB
- Maintain a focus on the predominantly strategic role of the GB and establish a clear understanding of the different roles of governors and staff in the school
- Ensure that all governors are clear about their roles through a clear description of their key tasks
- Encourage and develop the GB's role as critical friend
- Build a team by recognising and using people's strengths: delegate effectively, clarify objectives and use the whole GB
- Ensure that the processes of governor recruitment, induction and development are effective

Meetings

- To agree mutually agreeable regular contact with the Headteacher throughout the school year
- Work closely with the Headteacher and Clerk to plan effective GB meetings, ensuring relevant and realistic agendas
- Plan the year's cycle of meetings and a timetable for action and reports · Chair GB meetings effectively and efficiently: ensure meetings start and end on time, that agenda items are properly introduced, and that people are encouraged to contribute
- Ensure all decisions taken at meetings are understood and minuted and that the necessary action is taken
- Ensure, supported by the Clerk, that the GB's meetings and affairs are conducted in accordance with the law
- Ensure, with the Clerk, that governors receive relevant information and materials well in advance of meetings
- Emphasise that all governors must accept collective responsibility for decisions taken at governors' meetings
- Use committees and smaller groups to meet statutory requirements, develop new ideas and agree plans of action

Performance Management of the headteacher

- Enlist two other governors (and an outside advisor as required) to instigate performance management objectives for the headteacher
- Carry out mid-term and end of year review meetings in relation the identified performance management objectives

Safeguarding and complaints management

- Work alongside the headteacher on matters related to allegations against



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members of staff and or whistleblowing, referring to the LADO and other agencies as required

- Be a central point for managing allegations and whistleblowing in relation to the Headteacher referring to the LADO and other agencies as required
- To become involved in staff grievances that cannot be resolved by the Headteacher, in accordance with the staff grievance policy
- To manage formal complaints against the school, where the headteacher has been unable to resolve matters, according to the general complaints policy
- Manage formal complaints against the headteacher/school, where it is inappropriate for the headteacher to take a lead, according to the general complaints policy
- Ensure that decisions made around teacher recruitment and advancement are fair, equitable and safe (according to safer recruitment guidance) and in the best strategic interests of the school, delegating recruitment panel responsibilities to other governors as appropriate

Planning and school improvement

- Work with the GB to provide strategic direction: implement, plan and monitor progress
- Work with the Headteacher and governors on effective school policies · Take the lead in co-ordinating the work of the governing body in relation to Ofsted inspection

Supporting

- Be seen regularly in the school and attend school functions
- Develop and maintain effective teamwork by the GB
- Be accessible to governors, staff and parents and keep in touch with governors between meetings
- Develop working relationships with all governors, including particularly the Vice Chair and chairs of committees, and ensure that individual governors' strengths are known and used and their efforts recognised
- Ensure that the efforts of staff are recognised by the GB
- Develop an honest, open and supportive partnership with the Headteacher, making time to listen to concerns and give constructive advice
- Develop working relationships with the Local Authority
- Work in close partnership with the Clerk to manage the work of the GB effectively



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2. Vice Chair of Governors

Role and responsibilities in addition to those listed at All governors

- Deputise and/or assist the Chair of Governors on all matters listed above, as required
- Support the Chair in the conduct of meetings
- Work closely with the Chair and take responsibility for agreed areas of responsibility
- Check, with the Chair, that decisions taken by the GB are enacted
- Co-ordinate the induction of new governors
- Co-ordinate training of individual governors and the governing body

3. Headteacher as Governor

The Headteacher is automatically a member of the GB and counts as a staff governor. Any Headteacher who decides not to be a governor must let the Clerk know in writing, and the place remains reserved.

- Support the GB in identifying its role in school development and improvement · Meet regularly with the Chair (and perhaps the Clerk) to plan, monitor and review meetings and the work of the GB
- Provide information to the GB and its committees, including regular reports on the progress of the school development plan and academic standards
- Co-ordinate a programme of governor visits to the school
- Promote partnership between staff and governors
- Help governors with the challenge aspect of critical friendship by encouraging relevant questions and providing clear and accurate explanations

4. Safeguarding Link Governor

*Section 175 of the Education Act 2002 states governing bodies must ensure they exercise their functions with a view to safeguarding and promoting the welfare of children and to have regard to guidance issued by the Secretary of State. Essentially this duty requires governing bodies to have appropriate child protection procedures in place and are well resourced. Schools should have in place procedures for handling suspected cases of child abuse including those to be followed if an allegation is made against a member of staff. It is recommended that this role is **not** undertaken by a staff governor. You must be aware of the importance of confidentiality. The role is **not** about: Investigating concerns and allegations; Asking for information or details about; individual cases or pupils; Acting independently.*

- Meet with designated safeguarding lead every term, carrying out a joint walk around the school and asking the following challenge questions:
 - Any children at CIN or CP level?
 - What are the general trends in recent concerns?
 - Provide anonymous examples of outcomes of safeguarding actions driven by



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- school and external agencies?
- Have you overseen the Single Central Record this term? Any changes from last time? Any staff inductions carried out?
- Any instances of bullying/homophobic or racist language/e-safety concerns? What are the outcomes?
- Any significant disruption or dangerous behaviour from pupils? Any use of force or positive handling from teachers?
- Any exclusions in the intervening time?
- Is safeguarding training up-to-date for staff/governors?
- Report to the GB once per term on findings to questions above, using leadership report as a reference.
- Assist the Headteacher once a year (Autumn Term) in auditing the school's safeguarding procedures.
- Oversee procedures relating to allegations made against Headteacher (this is not a direct role in undertaking enquiries, criminal or disciplinary investigations but one of liaison, ensuring good communication between all parties and providing information to assist enquiries if requested).
- Ensure Dorset Council, all staff and governors are aware of name of designated member of staff and nominated governor · Ensure **all** staff members (including designated teacher) and governors have received training at the appropriate level · Support the governing body to have a greater understanding of child protection/safeguarding procedures and liaise with training and development link governor to secure bespoke training if appropriate
- Attend relevant training – including enhanced safeguarding · Ensure school has up to date and robust child protection policies and procedures consistent with Local Authority
- Ask challenging questions in relation to matters raised on the regular leadership reports to the GB
- Ensure governors, via an agenda item, receive regular reports on
 - changes to policy/procedures
 - training undertaken within school,
 - incidents of bullying and racial incidents,
 - Website compatibility in relation to safeguarding
 - number of looked after on roll
 - number of exclusions
 - number of children on child protection register

NB: Please note that all data provided above should not include any personal information.



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5. Inclusion Link Governor (including SEND)

The code of practice for identification and Assessment of Special educational Needs recommends the nomination of a named governor to take a particular interest on behalf of the governing body in the way the school manages its provision for children with SEN, and to report regularly to the governing body.

- Meet with SENCO once per term carrying out a joint walk around the school and asking the following challenge questions:
 - What are the numbers of children on the SEND register? Is the number of children identified as SEN(K) realistic?
 - What is the impact of interventions led by staff?
 - How many EHCPs are pending?
 - How has the school benefited from external support?
- Report to the GB once per term on findings to questions above, using leadership report as a reference.
- Assist the SENCo once a year (Autumn Term) in updating the school's SEND policy.
- Ensure all parents are kept informed of schools policy and communication between parents of children with SEN and the school is 2 way
- Consider whether governing body decisions will have implications on SEND children
- Meet with Looked After Children (LAC) Lead once a year and ask the following challenge questions:
 - Are there any LAC children currently in school?
 - How prepared are we for LAC children in terms of training and links to external support?
 - Support LAC lead on annual report to GB about LAC children, referring to leadership report.
- Meet with the Headteacher once per year to discuss other inclusion issues, underpinned by these questions:
 - What are the trends in attendance? How many children are currently identified as PA? Has the school contacted parents where there are concerns about attendance? What has the register checks with the North Dorset Locality officer revealed?
 - Have any children been excluded from school? What are the strategies in place to minimise these?
 - What is the current ethnic profile of the school? How is the school working to allow these children to succeed in a learning environment that is equitable?
- Ask challenging questions in relation to matters raised on the regular leadership reports to the GB.



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6. Mental Well-being Link Governor

- To meet with mental health first aider every term, carrying out a joint walk around the school and asking the following challenge questions:
 - What is the current well-being of staff and pupils like and how is this measured?
 - What support is given to staff and pupils?
 - How does the vision and strategy set by the school support and nurture a culture of positive mental health and well-being?
 - How is learning about mental health and well-being incorporated into the curriculum?
- Report to the GB once per term on findings to questions above, using leadership report as a reference.
- Assist the mental health first aider once a year to build and embed a well-being policy school wide and monitor/evaluate its effectiveness.
- Act as a mental health champion for the school.
- Build links between the school and professional and/or personal networks who can offer guidance or support in developing the school's provision.
- Review pupil and staff well-being surveys.
- Keep informed about developments in this area, nationally, locally and within school.
- Assist school in monitoring/ evaluation/impact of current school development plan.
- Ask challenging questions in relation to matters raised on the regular leadership reports to the GB.

7. Maths Link Governor

- To meet with maths lead every term, carrying out a joint walk around the school and asking the following challenge questions:
 - What recent leadership actions have you taken?
 - What is the impact of these actions (linked to SDP)?
 - How are gaps in learning being addressed?
 - If we observe maths learning together, what are you looking for as evidence of impact?
- To support and promote involvement of parents in strategy e.g. via prospectus, parents evenings, newsletters etc
- To advocate for the maths lead in ensuring all governors are familiar with how improvement strategies are progressing and impact on standards
- Assist school in monitoring/ evaluation/impact of current school development plan
- Help school secure resources to implement strategy e.g. people, time, finance
- Support school to help prioritise Maths in the development plan
- Ask challenging questions in relation to matters raised on the regular leadership reports



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8. English Link Governor

- To meet with English lead every term, carrying out a joint walk around the school and asking the following challenge questions:
 - What recent leadership actions have you taken?
 - What is the impact of these actions (linked to SDP)?
 - How are gaps in learning being addressed?
 - If we observe English learning together, what are you looking for as evidence of impact?
- To support and promote involvement of parents in strategy e.g. via prospectus, parents evenings, newsletters etc
- To advocate for the English lead in ensuring all governors are familiar with how improvement strategies are progressing and impact on standards
- Assist school in monitoring/ evaluation/impact of current school development plan
- Help school secure resources to implement strategy e.g. people, time, finance
- Support school to help prioritise English in the development plan
- Ask challenging questions in relation to matters raised on the regular leadership reports to the GB

9. EYFS Link Governor

- To meet with EYFS lead every term, carrying out a joint walk around the school and asking the following challenge questions:
 - What recent leadership actions have you taken?
 - What is the impact of these actions (linked to SDP)?
 - How are gaps in learning being addressed?
 - If we observe learning in the EYFS together, what are you looking for as evidence of impact?
- To support and promote involvement of parents in strategy e.g. via prospectus, parents evenings, newsletters etc
- To advocate for the EYFS lead in ensuring all governors are familiar with how improvement strategies are progressing and impact on standards
- Assist school in monitoring/ evaluation/impact of current school development plan
- Help school secure resources to implement strategy e.g. people, time, finance
- Support school to help prioritise the EYFS in the development plan
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10. Pupil premium link governor

- Meet with the Headteacher once per year to ascertain:
 - Be familiar with the concept of the pupil premium; what it is, why it has been set in place, how it is allocated, how it is calculated, which groups of pupils attract the premium. Also, how to distinguish between:
 - Pupil premium and disadvantaged children
 - Services premium
 - Sports premium
 - Obtain and become familiar with the school's pupil premium spend statements
 - Know basic pupil premium facts for the school; how many pupils attract the premium, how this figure compares with other local and similar schools, how the money is spent
 - Understand relevant school pupil performance data that shows progress of different groups over time
 - Monitor spending of the pupil premium, ensuring the money is spent in identifiable ways to support target groups of pupils
- Ask challenging questions in relation to matters raised on the regular leadership reports to the GB.

11. Curriculum and Middle Leadership Link Governor

- Meet with middle leaders in Spring and Summer term, on a two yearly rotation and ask the following challenge questions:
 - Can you describe how this subject is delivered across the school?
 - Are there sufficient resources to enable learning in this subject?
 - What does outstanding learning in this subject look like? How does this fit with the school's teaching and learning policy?
 - How do teachers assess whether pupils are making progress in this subject? How is this reported to pupils and parents?
 - Have you undertaken any form of monitoring of the learning in this subject? If so, what did it reveal in terms of strengths and areas for development?
- Meet with the Headteacher once a year to scrutinise the website and what clarity it provides stakeholders on curriculum implementation, intent and impact
- Ask challenging questions in relation to matters raised on the regular leadership reports to the GB



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12. Health and Safety Link Governor

- Meet with schools health and safety representative (site manager) every term to make termly health and safety inspections of premises and ask the following challenge questions:
 - What outstanding building and premises repair/replacement issues are there?
 - Have there been any near misses or accidents involving children/staff/parents?
 - Have routine safety inspections been carried out, including fire evacuation procedures and water testing?
 - Is the site secure and have there been any security breaches?
 - Where do resources need to be allocated in the near future, in the interests of health and safety?
- Attend appropriate training (and INSET days on invitation)
- Keep governing body informed of health and safety issues
- Keep up to date with current legislation relating to health and safety matters received in school or other publications
- Assist the headteacher and site manager in the monitoring and review of health and safety policy and ensure this is reviewed annually
- Ask challenging questions in relation to matters raised on the regular leadership reports to the GB

13. Finance and HR Link Governor

- To meet with Headteacher and Finance officer when setting the new financial plan (March)
- To make contact with the finance officer routinely in scrutinising outturns, prior to sharing with GB
- To have foresight of leadership reports and outturns prior to GB meetings, liaising with the headteacher as necessary
- To be the contact for headteacher at the point of need for HR matters, prior to sharing with Governors (sometimes as confidential matters)
- To accompany the headteacher when meeting with local authority finance and HR officers, at the point of need
- To chair the following sub-committees as required
 - Redundancy and restructuring
 - Teachers' pay appeals
- Ask challenging questions in relation to financial/HR matters raised on the regular leadership and financial reports to the GB



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14. Clerk to the GB

The law requires that the GB appoint a Clerk to the Governing Body. The Clerk is responsible for, among other matters, convening and attending meetings, taking minutes, maintaining a register of GB members and being equipped to offer or access advice on legal and professional issues. All governors should know how, when and where the Clerk may be contacted. This list of duties is taken principally from the model DfE job description for Clerks.

Meetings

- To convene meetings of the GB, including calling emergency meetings
- Work effectively with the Chair and Headteacher before the GB meeting to prepare a purposeful agenda which takes account of DfE, LA/Children's Services issues and is focused on school development
- Produce, collate and distribute the agenda and papers so that recipients receive them at least seven days before the meeting
- Encourage the Headteacher and others to produce agenda papers on time
- Record the attendance of governors at meetings and take appropriate action on absences.
- Advise the GB on governance legislation and procedural matters where required before, during and after the meeting
- Take notes of GB meetings to prepare minutes, including indicating who is responsible for agreed action
 - Record all decisions accurately and objectively with timescales for actions
 - Record challenge questions and responses
- Copy and circulate the approved draft minutes to all governors within the time scale agreed by the GB

Membership

- Maintain on file a copy of the GB's instrument of government
- Maintain a database of name, address and category of GB members and their terms of office – including Associate Members
- Send a welcome letter and information to newly appointed governors, including details of their terms of office
- Maintain copies of current terms of reference and membership of committees and working parties, and of governors nominated to specific roles
- Advise governors and appointing bodies well before the end of governors' terms of office so that elections or appointments can be made in good time and inform Governor Services
- Maintain governor meeting attendance records and advise the GB of non-attendance of governors · Advise that a register of GB pecuniary and business interests must be maintained and that it is reviewed annually and kept in the school
- Check with the Children's Services Authority and that Criminal Records Bureau



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disclosure has been successfully carried out on all new appointees and re-appointments

- Maintain training log for governors and direct to new training opportunities, including the statutory elements linked to safeguarding
- Ensure GIAS site is kept up to date with governor information
- Ensure school website lists appropriate Governor information:
 - Attendance at meetings
 - Redacted meeting minutes

Optional extras

- The Clerk may be asked to perform any of these tasks, but these are in addition to the core requirements and may attract additional payment:
 - Clerk some non-statutory GB committees
 - Set up governors' panels for hearings and appeals
 - Assist with the elections of Parent, Teacher and Staff governors
 - Give advice and support to governors taking on new roles
 - Contribute to the training of governors
 - Maintain archive materials
 - Maintain governor area of website