Downlands School

New Governor Pack

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*Please return completed copies of these 3 forms to Cress

A Child Workforce Governor DBS check will also be made and photographic proof of identity and proof of residency will be required during this process.

Please follow this link to find out more about becoming a school Governor.

Be a school governor NGA

Welcome from the Chair of Governors



On behalf of the Governing Body, I am delighted to welcome you as a Governor at Downlands Community School. Thank you for volunteering your time, skills and experience to support our pupils, staff and wider school community.

Being a Governor is both a rewarding and important role. I encourage you to take an active part in meetings, school visits and events, as these are valuable opportunities to contribute to the strategic direction of the school and gain a deeper understanding of its work, while enjoying getting to know the staff, pupils and families who make our school such a special place.

We are fortunate to have a dedicated and supportive staff and governing body, and I am confident that your perspective and enthusiasm will make a positive contribution. I hope you will find your time as a Governor both fulfilling and enjoyable.

Please don't hesitate to get involved from the outset. Attend meetings, ask questions, visit the school, and engage with school life. As part of your role, you'll have the opportunity to focus on a particular area of school life, working alongside staff leads to gain insight, offer support, and contribute to ongoing improvement. Your voice matters, and your active participation will help us ensure that every child at Downlands can thrive and achieve their full potential.

I look forward to working with you as we support the academic success and wellbeing of our school community.

With best wishes,

Carl Stokes

Welcome from the headteacher



On behalf of Downlands Community School, may I thank you for volunteering your time to be a school governor.

Perhaps you are already a parent or member of the school community and share my view that Downlands is a unique school which fosters an incredibly caring and supportive environment for the children to thrive in.

The school is also supported by its governors who offer a range of experiences, skills and perspectives which I am sure you will add to. The role of school governor is increasingly important in modern education and I need a strong governing body to offer support and challenge in equal measure so that our overall standards are kept as high as possible.

To this end, I am looking forward to working with you and I thank you once again for your commitment.

James Rielly

Dorset Governor Services Governors' Data Information Form

Please complete and return to your Clerk

Title (e.g. Mr/Mrs/Miss/Ms) ……. Surname: ……

First name(s) …… Preferred first name……...

Address: ……

…….. Post Code ……..

Daytime tel no: …… Mobile tel no: ……

Date of birth: ……Nationality: ……

Email address: ……

School/LGB: ……

Type of Governor **(please circle)**

Associate member	Authority	Community	Co-opted
Director	Foundation	Parent	Partnership
Sponsor	Staff	Trust appointed	Trustee

Date current term of office commenced ……

In order to comply with the DfES guidance please read and sign the Declaration Form overleaf.

Data Protection

The information you provide will be used by Dorset Council for the purposes related to your duties as a governor. It will only be retained for as long as required for those purposes. Your information will not be passed to any third parties. By providing this information OR signing this form, you are consenting to its use as detailed. Further information about the use of your personal information is available on our web-site at www.dorsetforyou.com or by contacting the Council's Data Protection Officer.

Declaration

I declare that I am not disqualified from serving as a school governor and that:

- **I am** aged 18 or over at the date of this election or appointment
- **I do not** already hold a governor post at the same school
- **I am not** the subject of a bankruptcy restrictions order; an interim bankruptcy restrictions order; debt relief restrictions order; an interim debt relief restrictions order; my estate has not been sequestrated and the sequestration has not been discharged, annulled or reduced;
- **I am not** subject to a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986; a disqualification order under the Companies (Northern Ireland) Order 2002; a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002; or an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order)
- **I have not** been removed from the office of trustee for a charity by an order made by the Charity Commission or Commissioners or High Court on grounds of any misconduct or mismanagement in the administration of the charity, or under section 34 of the Charities and Trustee Investment (Scotland) Act 2005 from being concerned in the management or control of any body
- **I am not** included in the list of people considered by the Secretary of State as unsuitable to work with children or young people
- **I am not** barred from any regulated activity relating to children
- **I am not** subject to a direction of the Secretary of State under section 142 of the Education Act 2002 or section 128 of the Education and Skills Act 2008
- **I am not** disqualified from working with children or from registering for child-minding or providing day care
- **I am not** disqualified from being an independent school proprietor, teacher or employee by the Secretary of State
- **I am not** subject to certain exceptions for overseas offences that do not correlate with a UK offence, has been sentenced to three months or more in prison (without the option of a fine) in the five years ending with the date preceding the date of appointment/election as a governor or since becoming a governor
- **I am not** subject to certain exceptions for overseas offences that do not correlate with a UK offence, has received a prison sentence of two and a half years or more in the 20 years ending with the date preceding the date of appointment/election as a governor
- **I am not** subject to certain exceptions for overseas offences that do not correlate with a UK offence, has at any time received a prison sentence of five years or more
- **I have not** been convicted and fined for causing a nuisance or disturbance on school or educational premises during the five years ending with the date immediately preceding appointment/election or since appointment or election as a governor
- **I will not** refuse a request by the clerk to make an application to the Disclosure and Barring Service for a criminal records certificate.

Signed…….. Date …….

Name: ……. (please print)

Dorset Council

Equal Opportunities and Ethnic Diversity

The Department for Education and Skills periodically request statistical information about school governor recruitment. In order for the Council to provide such information (and for no other reason) it would be helpful if you could give the information requested below. This information is confidential and will not be used for any other purpose.

Which of the following describes your ethnic origin?

White British	☐	White Irish	☐	Any other white background	☐
White & Black Caribbean	☐	White and Black African	☐	White and Asian	☐
Other mixed background	☐	Indian	☐	Pakistani	☐
Bangladeshi	☐	Chinese	☐	Any other Asian background	☐
Caribbean	☐	African	☐	Any other black background	☐
Arab	☐	Gypsy/Romany	☐	Irish Traveller	☐
Any other ethnic background	☐				

What is your gender?

Male	☐	Female	☐	Prefer not to say	☐

Do you consider yourself to have a disability?

Yes	☐	No	☐	Prefer not to say	☐

If you answered yes to the above, please state the type of disability which applies to you (please select all that apply)

Hearing impairment	☐	Learning disability	☐	Mental health illness	☐
Physical impairment	☐	Speech impairment	☐	Visual impairment	☐
Long standing illness	☐	Other	☐	Prefer not to say	☐

Register of Business Interests

Name of school: DOWNLANDS SCHOOL
Your name:
Your address:
Job title and nature of duties:
Name and address of employer (please state if self-employed):
Date of appointment as Governor/Head/Deputy Head:
<u>Pecuniary/business interests</u> Please see the school's Register of Business and Pecuniary Interests policy for information about what should be declared Self: Immediate family: Name: Interests: Please continue overleaf or on a separate form if you need more space.
Signed: Date:

School Governor Skills Audit

An annual skills audit enables a Governing Body to explore its skills and knowledge base, as part of an overall assessment of GB effectiveness. The information obtained will be of use in organising committees, delegation of specific tasks, and will help to identify future training and information needs.

Skills **Experience**

Do you have any of the following skills or experience? (tick if applicable)

Communication	☐	Financial planning	☐
Listening	☐	Contracting services	☐
Mediating	☐	Team working	☐
Innovation	☐	Marketing	☐
Research	☐	Project management	☐
		Public relations	☐
		Personnel management	☐

Training

Please give brief details of courses you have undertaken in the past 3 years - include governor training, work based training and evening classes.

Knowledge

How would you rate your understanding of the following? (circle)

Key stage 1 and 2 curriculum/ (Primary Schools)		poor	adequate	good	excellent
School financial management		poor	adequate	good	excellent
Personnel Management	- general	poor	adequate	good	excellent
	- performance management	poor	adequate	good	excellent
	- recruitment/interviewing	poor	adequate	good	excellent
Equal Opportunities		poor	adequate	good	excellent
Special Educational Needs		poor	adequate	good	excellent
The strengths and weaknesses of the school		poor	adequate	good	excellent
School buildings and maintenance		poor	adequate	good	excellent
Health & Safety - legal responsibility and policy		poor	adequate	good	excellent
The short and long term priorities of the school		poor	adequate	good	excellent
The Ofsted Inspection Process		poor	adequate	good	excellent

Interests

It would be helpful if you could record your particular interests in education. For example : early years, mathematics teaching, creative arts, extra-curricular, etc.

Would you like information on a particular topic that has been hard to find, or is there a particular subject you would like training on but which never seems to be on offer?

How well do we know our school?*

	Comments
Have you met all the staff?	
Do you know your way around the site?	
Are you familiar with the school day and the class structure	
Do you know the school's aims and mission statement?	

*please amend/add any further questions that are relevant for your governing body

Any other comments:

With thanks and acknowledgements to Devon Governor Services

Governor Contact List

Name	Type	Responsibility	Email
Carl Stokes	Co-Opted	Chair/Standards	Carl.Stokes103@mod.gov.uk
James Rielly	Headteacher		jrielly@downlandsschool.org
Christine Goodall	Staff	Safeguarding/Inclusion	cgoodall@downlandsschool.org
Thyrza Pickering	Local Authority	Safeguarding/Inclusion	thyrzap@hotmail.com
Rachel Waters	Co-Opted	Foundational Knowledge - EYFS	rwaters@downlandsschool.org
Kate Johnson	Co-Opted	Teacher Development	kjohnson@castlecourt.com
Dawn Emerson	Co-Opted	People & Finance inc. Pupil Premium	d.emogolf@btinternet.com
Nirmal Rai	Co-Opted	People & Finance inc. Pupil Premium	Nirmall.rai466@mod.gov.uk
Lawrence Snelling	Co-Opted	Health & Safety	lawrence.snelling101@mod.gov.uk
Rob Luke/Vacant	Co-Opted	Mental Well-Being	robluke688@gmail.com
Henry Thompson	Parent	Foundational Knowledge – KS1	henry.w.thompson@hotmail.co.uk
Vacant	Parent	Allergy	

Privacy Notice

(How we use personal information on get information about schools - GIAS)

This privacy notice explains:

- how personal information is going to be used
- what it is used for
- who it might be shared with and why
- how long it is kept.

The information you provide helps us meet the statutory duties placed on us.

The categories of governance information that we process include:

- personal identifiers, contacts and characteristics (such as name, date of birth, contact details and postcode)
- governance details (such as role, start and end dates and governor ID)
- attendance at meetings and training sessions
- business and financial interests

Why we collect and use governance information

The personal data collected is essential, in order for the school to fulfil their official functions and meet legal requirements.

We collect and use governance information, for the following purposes:

a) to meet the statutory duties placed upon us

All maintained school governing bodies, under section 538 of the Education Act 1996 have a legal duty to provide the governance information as detailed above.

We collect and use information under Article 6 and Article 9 of the GDPR, this enables the school to process information such as Departmental Censuses under the Education Act 1996 and other such data processes that relate education provision.

Collecting governance information

We collect personal information via governor contact forms and email.

Governance data is essential for the school's operational use. Whilst the majority of personal information you provide to us is mandatory, some of it may be requested on a voluntary basis. In order to comply with GDPR, we will inform you at the point of collection, whether you are required to provide certain information to us or if you have a choice in this.

Storing governance information

We hold data on local and cloud based computer systems, as well as on paper. There are strict controls on who can see your information. We will hold data for as long as necessary in line with our retention schedule, after which the information will be securely destroyed.

Who we share governance information with

We routinely share this information with:

- our local authority (where applicable)

- the Department for Education (DfE)

Why we share governance information

We do not share information about individuals in governance roles with anyone without consent unless the law and our policies allow us to do so.

Department for Education

The Department for Education (DfE) collects personal data from educational settings and local authorities. We are required to share information about individuals in governance roles with the Department for Education (DfE), under:
We are required to share information about our governors with the Department for Education (DfE) under section 538 of the Education Act 1996
All data is entered manually on the GIAS system and held by DfE under a combination of software and hardware controls which meet the current government security policy framework.
For more information, please see 'How Government uses your data' section.

Requesting access to your personal data

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request for your personal information, contact James Rielly.
You also have the right to:

- to ask us for access to information about you that we hold
- to have your personal data rectified, if it is inaccurate or incomplete
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing
- to restrict our processing of your personal data (i.e. permitting its storage but no further processing)
- to object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you

If you have a concern or complaint about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at https://ico.org.uk/concerns/
For further information on how to request access to personal information held centrally by DfE, please see the 'How Government uses your data' section of this notice.

Withdrawal of consent and the right to lodge a complaint

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know by contacting James Rielly.

Last updated

We may need to update this privacy notice periodically so we recommend that you revisit this information from time to time. This version was last updated January 2021.

Contact

If you would like to discuss anything in this privacy notice, please contact: James Rielly.

Instrument of Government

INSTRUMENT OF GOVERNMENT OF COMMUNITY SCHOOLS
MADE BY DORSET COUNTY COUNCIL
UNDER SCHOOL GOVERNANCE (CONSTITUTION) (ENGLAND) REGULATIONS 2012

1. The name of the school is Downlands Community Primary School.

2. The school is a community school.

3. The name of the governing body is "The Governing Body of Downlands Community Primary School".

4. The governing body shall consist of:

   (a) 2 Parent Governors

   (b) 1 Local Authority Governor

   (c) 1 Head Teacher

   (d) 1 Staff Governor

   (e) 7 Co-Opted Governors

5. The total number of governors is: 12

6. This instrument of government comes into effect on 2nd July 2014.

7. This instrument was made by order of Dorset County Council.

THE COMMON SEAL of the
DORSET COUNTY COUNCIL
was affixed hereto in the
presence of:

Terms of Reference

This paper summarises the Education (School Government) (Terms of Reference) (England) Regulations of 2000, which set down the legal framework for the terms of reference for governing bodies.

Preamble

The governing body must act with integrity, objectivity and honesty in the best interest of the school and be open about the decisions it makes and the actions it takes. In particular the governing body must be prepared to explain its decisions and actions to interested persons (though this does not mean the governing body is required to disclose information it has decided should be confidential).

The role of the governing body

The governing body fulfils a largely strategic role in the running of the school.

1. The governing body will establish a strategic framework for the school by:
    - Setting aims and objectives of the school;
    - Setting polices to achieve those aims and objectives;
    - Setting targets to achieve those aims and objectives.

2. The governing body will monitor and evaluate progress towards achievement of its aims and objectives and regularly review the strategic framework for the school in light of that progress.

3. In establishing and monitoring the strategic framework the governing body considers any advice given by the headteacher and must comply with any trust deed relating to the school.

4. The governing body will act as a critical friend to the headteacher: it will support the head and offer constructive criticism.

The role of the headteacher

The headteacher is responsible for the internal organisation, management and control of the school and for the implementation of the governing body's strategic framework.

1. The headteacher will advise the governing body in determining and reviewing its strategic framework for the school. In particular the headteacher will formulate for consideration by the governing body aims and objectives for the school, policies to achieve its aims and objectives and targets for achievement of the governing body's aims and objectives.

2. The headteacher must at least once a year report to the governing body on progress towards achieving its aims and objectives, in particular towards meeting specific targets set.

Delegation of the governing body's functions

In deciding how to delegate its functions, the governing body must have regard to its overall strategic purpose and the responsibility of the headteacher for the operational management of the school.

1. The headteacher will comply with any reasonable direction made by the governing body in performing any function it delegates to him.

School curriculum policy

The headteacher will formulate a curriculum policy for adoption by the governing body.

1. The headteacher will review the curriculum policy annually and make any necessary changes, for adoption by the governing body.

2. The headteacher will implement the curriculum policy adopted by the governing body.

3. The governing body will:
   - Consider and adopt the headteacher's curriculum policy and any changes to it, with or without modification;
   - Monitor, evaluate and review the implementation of the curriculum policy.

Performance management policy

The governing body must agree and implement a performance management policy setting out how teacher appraisal at the school is to be implemented. This includes headteacher appraisal. The governing body may request the headteacher to formulate a performance management policy for consideration and adoption, with or without modification. The governing body must review the performance management policy annually and amend it as it sees fit.

1. Before establishing or amending the performance management policy, the governing body must ensure that all teachers are consulted. The governing body may ask the headteacher to do this.

2. The governing body must make a copy of the policy available at the school for inspection by staff, anyone involved in operation of the appraisal system and the School Improvement Partner.

Jargon Buster – A governors guide to acronyms

ARE - Age-related expectations identify what is expected of a pupil by a specified age or year group.

ASP - Analyse School Performance. This guidance is an explanation for governing boards about the changes to the way the DfE reports on school performance, and how governors can access and use this date to monitor performance and outcomes for pupils.

AWPU - Age Weighted Pupil Unit: the sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school.

CAF – Common Assessment Framework.

CAMHS – Child and Adolescent Mental Health Service.

COG – Chair of Governors. Co-ordinator of Governor Services.

COOS – Children Out of School.

CPD - Continuing Professional Development

DBS – Disclosure and Barring Service.

DfE - Department for Education: the government department responsible for schools and children (formerly DCSF).

DSG - Dedicated School Grant – funding from central government to the LA, the majority of which is then delegated directly to individual schools through the LA's funding formula.

EEF - Education endowment foundation.

EAL - English as an Additional Language.

ESFA - Education and Skills Funding Agency – a single funding agency accountable for funding education and training for children, young people and adults (formerly the EFA and SFA).

EHC plan - Education, health and care plans: the document which replaces statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs.

ESO - Education Supervision Order, which LAs may apply for to deal with cases of poor attendance at school.

EWO - Education Welfare Officer – a professional worker who visits pupils' homes and deals with attendance problems and other welfare matters in co-operation with the school.

Ex officio - able to attend meetings by virtue of holding a particular office.

FGB – Full governing body.

FIS – Financial Information Service.

FSM - Free school meals: pupils are eligible for FSM if their parents receive certain benefits.

HLTA - Higher Level Teaching Assistant.

INSET - In-Service Education and Training: courses for practising teachers and other school staff.

KS – Key stage.

LA - Local authority.

LAC - Looked After Children: Children who are in care provision. May also refer to children who have been in care at any time in the last six years.

MAT - Multi academy trust: where two or more academies are governed by one trust (the members) and a board of trustees (the trustees).

NAHT - National Association of Head Teachers: a headteacher union.

NGA - National Governance Association: the national membership organisation for school governors.

NOR - Number on roll.

NPQH - National Professional Qualification for Headship: training for new or aspiring headteachers.

NQT - Newly Qualified Teacher.

NUT - National Union of Teachers: a teaching union.

Ofsted – Office for Standards in Education.

PAN - Published Admissions Number: the number of children the LA (or governing board of a foundation or voluntary aided school or academy trust) determines must be admitted to any one year group in the school.

PI - Performance Indicators (sometimes called key performance indicators). Used to evaluate the success of a school or of a particular activity in which it engages.

PPA - Planning, Preparation and Assessment: 10% guaranteed non-contact time for teachers.

PRP - Performance Related Pay: schools following the STCPD must now ensure teachers' pay is linked to their performance.

PRU - Pupil Referral Unit: alternative education provision for pupils unable to attend a mainstream school or special school.

PSHE – Personal, Social, and Health Education.

PSP - Pastoral Support Programme for pupils at serious risk of permanent exclusion.

PTA – Parents and Teacher Association.

QTS- Qualified Teacher Status.

RSC - Regional Schools Commissioner.

SAFSO – Schools' Admin and Finance Support Officer.

SATs - Standard Assessment Tasks: used for national curriculum assessment.

SDP - School development plan: the operational document describing how the school will work towards the strategic priorities set by the governing board.

SEAL – Social Emotional Aspects of Learning.

SEF – Self- Evaluation Form.

SEND - Special Educational Needs and Disabilities: learning difficulties for which special educational provision has to be made.

SENCO - SEN Co-ordinator – the teacher responsible for co-ordinating SEND provision in the school.

SEP – School Evaluation Partner.

SLA - Service level agreement: a contract between a service provider (the local authority or another private sector provider) and a school that defines the level of service expected from the service provider.

SFVS - Schools Financial Value Standard: a means for the governing board to assess its financial processes capabilities and skills.

SIAMS – Statutory Inspection of Anglican and Methodist Schools. The SIAMS Evaluation Schedule sets out the expectations for the conduct of the Statutory Inspection of Anglican, Methodist and ecumenical Schools under Section 48 of the Education Act 2005.

SIMS - Schools Information and Management System: a computer package to assist schools in managing information on pupils, staff and resources, provided by Capita.

STPCD - School Teachers' Pay and Conditions Document: an annually published document which forms a part of the contract of all teachers and headteachers in maintained schools in England and Wales.

TA - Teaching Assistant.

TLR - Teaching and Learning Responsibility: payments made to teachers for an additional responsibility.

VA - Voluntary Aided: a school set up and owned by a voluntary board, usually a church board, largely financed by the LA.

VC - Voluntary Controlled: usually a denominational school wholly maintained but with certain residual rights regarding religious worship.