

Clerk to Governors Handbook

January 2021



What has changed in this edition? (January 2021/December 2020)

Generic Updates to Handbook:

Links to Governance Handbook updated to 2020 version

The Role of the Clerk:

Pg 6 – Appointments - Update regarding information required on Parent Governors

Pg 7 – Resignations – Update regarding new form for use for resignations

SECTION 1:

Pg 18 – 1.16 – Addition of link to DfE Structures and Roles document

Pg 21– 1.23 – Addition to link to DfE Structures and Role document

SECTION 3:

Pg35 – 3.2 – Addition of link to DfE Structures and Roles document

SECTION 4:

Pg53 – 4.1 – Updated Governor Information Form (Replaces Appointment/Re-appointment of Governor Form

Pg54 – 4.2 – Updated Notification Form of Appointment of Clerk to Governors

Pg55 – 4.3 – Updated Full Governing Body Details Template Form

Pg56 – 4.4 – Removal of LA/Co-opted Governor Form & LA Governor Resignation Letter

Pg56 – 4.4 – Updated Notification Form of Appointment of Chair and Vice Chair

Pg57 – 4.5 – Addition of Governor Resignation Form

Pg64 – 4.13 – 2020 version of NGA Code of Conduct for School Governing Boards

SECTION 5:

Pg72 - Appendix 2 – Sample Agenda – Updated Item 7 to reflect SFVS approval date

Pg78 – Appendix 3 – Sample Minutes – Updated Item 7 to reflect SFVS return date

Pg82 – Appendix 4 – LA Governor Appointment/Re-appointment Process – **NEW**

Pg83 – Appendix 4 – LA Governor Appendix – **NEW**

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INTRODUCTION

The purpose of this handbook is to provide information and guidance for Clerks to Governing Bodies in Lincolnshire Schools and Academies and should be kept with your copy of the school's Instrument of Government or Articles of Association/Scheme of Delegation. You should also have access to [The School Governance \(Constitution\) \(England\) Regulations 2012](#), [The School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013](#), [The Governance Handbook](#), the [Competency Framework for Governance](#) and the [Clerking Competency Framework](#) which are available on the DfE website. If you are a Clerk at an Academy, you should also have access to the [Academies Financial Handbook](#) – **NB:** this is updated annually so please ensure you refer to the latest version.

These documents, together with current education legislation, provide the main sources of information to enable you to advise your Governing Body on a wide range of procedural and administrative matters, including the appointment and membership structure of the governing body. For those who clerk at an Academy and / or Academy Trust, the Articles of Association/Scheme of Delegation will also contain the unique legal requirements/structure which will need to be adhered to.

Each school within Lincolnshire has been issued with access to [Perspective Lite](#) which contains information required for the day to day management of the school. This information and any LCC policies can be accessed online – if you have not been issued with access to this site, please ask your Headteacher for details.

Also published on **Perspective Lite** are **School News** and **Safeguarding News** which will highlight any policy changes, training opportunities through LCC or our partners across the County such as Teaching Schools plus areas of interest for schools/governing bodies. Where you as a Clerk or Governors wish to know about operational procedures in these areas with regard to reviewing the strategic oversight, the Headteacher **must** be consulted in the first instance.

It is intended that this handbook will continue to be revised and amended as appropriate. Every effort has been made to ensure that all relevant topics have been included. However, we would welcome any comments that you may have regarding either the format or the content.

THE ROLE OF THE CLERK

As a Clerk to Governors, you hold a professional role and have an important part to play in making sure that the Governing Body remains compliant, efficient, effective and productive. The Clerk offers advice to the Governing Body, particularly on matters involving the law and procedures to be followed at meetings.

While good practice suggests that the Clerk to Governors should be someone independent of the school, we acknowledge that in many cases the role of the Clerk is undertaken by the school secretary, administrator, bursar or other member of the school staff. It is important to note that whilst the Headteacher is the line manager for school staff, the Chair of Governors is the line manager for the Clerk to Governors and will usually be the person responsible for all performance management matters including holding your annual appraisal. Please speak with the Chair to discuss who will be responsible for your performance management plus your access to the school for the collection and distribution of all minutes and correspondence.

Please refer to the [Clerks Competency Framework](#) for the functions and expectations of the clerking role; the LCC job description is set out as an example in [APPENDIX 1](#).

As Clerk you **must** attend all full meetings of the Governing Body and should attend committee meetings to ensure that the decisions are properly recorded. Efficient administration is extremely important and there will be occasions when various changes to the Governing Body take place, ie end of term of office, resignations etc.

For those **Clerks at Maintained Schools**, included Voluntary Aided and Voluntary controlled, the following **must be reported to LCC Governor Services at the earliest opportunity**:

- full governing body minutes and resources/finance committee minutes
- any changes to membership
- appointment of Chairs or Vice-Chairs
- requests for amendments to Instruments
- governing body decisions to federate / acadamise

Appointments – the Clerk **must** notify Governor Support of all new Governors, giving their name, (*address – PARENT GOVERNORS ONLY*), telephone and email contact details and date of appointment/election (including the name of the Governor who has been replaced); see Section 4 for a copy of the appointment form. Copies of the confirmation letter from Governor Support will be sent to Clerks.

Resignations – Clerks **must** notify Governor Support of all resignations of governors; see Section 4 for a copy of the resignation form. Clerks **must** also ensure that in the case of Foundation or Partnership Governors, the appointing body is aware of the resignation.

Headteachers are Governors unless they elect not to be so and Clerks should notify Governor Support in writing in cases where Headteachers cease to be Governors.

Change of Title or Name – the Clerk **must** notify Governor Support and the appropriate appointing body of any change of title or name of members of the Governing Body.

Chair and Vice-Chair – the Clerk **must** notify Governor Support immediately of the appointments annually and subsequently of any changes during the year.

Death of a Governor – the Clerk **must** notify Governor Support of the death of a Governor in office to avoid the unnecessary sending of correspondence.

Our Governor Services team are also able to offer support with regard to:

- membership/appointment queries
- induction processes for new Clerks/Governors
- changes and/or updates to legislation/regulations
- succession planning of the Governing Body
- committee restructuring
- governance queries

Please contact Governor Services at GovernorSupport@lincolnshire.gov.uk (telephone: 01522 553240) if you have any queries; template forms can be found at the end of this document or are available upon request.

SECTION 1:
MEETINGS OVERVIEW

THE PLANNING AND PREPARATION OF GOVERNING BODY MEETINGS

1.1 The Meeting Cycle

It is a legal requirement that the Governing Body **must** hold at least three full governing body meetings every school year. Any three Governors may request a special meeting. It is the Clerk's duty to convene meetings and circulate agendas and papers. The cycle of Governors' meetings is related to the working year of the school and is usually recorded on the Governors' Annual Planner. Notice needs to be taken of school holiday periods when planning a schedule of meetings, and any pre or post meeting action required. It is necessary for certain items to be considered by Governors at particular times of the year e.g approval of the budget and Headteacher's Performance Management. You should check the [DfE](#) (Department of Education) website or [ESFA](#) (Education and Skills Funding Agency) for updates and guidance on a regular basis; in the case of maintained schools, any LCC guidance will be reviewed and updated via **Perspective Lite**. A Resource Library is also available via the [Supporting Stronger Governance](#) website.

The following structure is an example of good practice to assist you in providing effective clerking support:

Six weeks before the meeting: prepare a draft agenda based on the annual planner and contact the Chair and Headteacher to ask whether they have items for the agenda. Working closely with the Chair and Headteacher is a necessity in creating an agenda and ensures all statutory requirements are addressed and that agenda items are in line with the school's calendar of actions.

Three weeks before the meeting: check the minutes of the last meeting and follow up any outstanding business. You should also request the Headteacher's report and reports of any committees, working groups etc.

Two weeks before the meeting: after agreeing the items to be included on the agenda with the Chair, arrange for the production and distribution of the agenda, Headteacher's report and any other papers. **Please note**, while the legal minimum for receiving agendas and supporting papers is seven days, this recommendation is provided as it is very difficult for Governors to give proper consideration to papers when only seven days' notice has been given, and impossible when papers are tabled at the meeting.

As soon as possible after the meeting: produce an action list and minutes while the proceedings of the meeting are still clear in your mind, as this should aid the production of an accurate record of the proceedings, and avoid possible issues at the next meeting. It is advisable that a copy be sent to the Chair and Headteacher, clearly marked 'draft' or 'unapproved'.

1.2 The Agenda

See [APPENDIX 2](#) for a sample agenda.

A carefully prepared agenda not only ensures that no item of importance is omitted and members know what is to be discussed at the meeting, but also ensures that the business is conducted in a meaningful way and the meeting proceeds smoothly and expeditiously. Items for the next meeting's agenda are often flagged up at the current meeting, so a note **must** be kept of these items. The Chair, Headteacher, other Governors and, where appropriate the Local Authority, may also suggest items for discussion. **Please note**, unless agreed by the Chair prior to the meeting, any matters for discussion should be clearly marked on the agenda; if not, then the matter **must** be deferred to the next meeting for discussion.

The following should appear on the agenda of Full Governing Body meetings:

- Election of Chair / Vice Chair: Unless otherwise agreed in the Terms of Reference for the governing body, (Articles of Association in Academies), elections should be held annually and clearly detailed as the first items on the Agenda.
- Welcome and Apologies: Governors **must** inform the Clerk if they are unable to attend a meeting. (See register of attendance/authorised absence).
- Declarations of Interest: a detailed Pecuniary/Personal Interest form should be completed annually and recorded clearly in the minutes with regard to the full governing body. At subsequent meetings, declarations of interest should be recorded with regard to any items on that particular Agenda.
- Membership: This refers to any Constitutional items, e.g. resignations, appointments, committee structure reviews, appointments of special responsibilities or changes to terms of reference
- Minutes of The Previous Meeting: (previously circulated), should not be read aloud, but **must** be confirmed as a correct record and signed by the Chair.
- Matters Arising From The Minutes: (i.e. any items not included on this agenda). If there are likely to be major items they should be listed as a separate item on the agenda.
- Headteacher's Report: a written report **must** be circulated with the agenda at least once in the academic year; all other reports may be verbal with the agreement of the governing body. This is an opportunity for the Headteacher to draw attention to relevant points and discussion/decisions required.
- Financial Position: where financial responsibility has been delegated to the Finance/Resource Committee, governors should be given any updates **but no detail** as

required on any issues arising, to ensure that they are aware of possible implications, in particular:

- any references to the three / five year plan
 - budget approval
 - Schools Financial Value Statement (SFVS) / benchmarking
- Governors' Monitoring: to receive reports from committees, working groups or individual visits which **must** be distributed with the agenda.
 - Reports from the Local Authority (Maintained Schools Only): to receive/approve any updates/reviews of policies managed by the Local Authority (information will be provided via **Perspective Lite**)
 - Church School Distinctiveness (for use in schools subject to SIAM Inspection)
 - Policies: to review policies as per the policy schedule
 - Dates for Future Meetings: it is useful to include this on every agenda as it ensures governors are aware of dates set. Good practice is to set all dates for the full academic year in either the summer or autumn term.
 - Any Other Business: where possible, this section should only be used with the Chair's prior approval and **no information should be discussed if a resolution or approval is required.**
 - Items for the Next Agenda: items can be put forward for inclusion on the agenda for the next meeting. It is the Chair's responsibility to ensure that any matter which is not of an urgent nature requiring a decision, is not raised in this part of the meeting, but is deferred to the next meeting of the Governors, where it is placed on the main agenda.
 - Date of Next Meeting: it is advisable to arrange meetings a year in advance.

For more information, please refer to the [Governance Handbook](#) produced by the DfE.

1.3 MEETING PAPERS

The following documents should be taken to a Governing Body meeting:

- Agenda (essential)
- Minutes of the previous meeting for signature (essential)
- Any documents referred to on the agenda (e.g. Headteacher's report)
- Any written apologies for absence
- Minute file (including attendance register)
- Instrument of Government (Articles of Association for Academies)
- Clerk's Handbook
- Any current constitutional or procedural Regulations and/or Guidance

1.4 VISITORS TO THE MEETING

If any visitors have been invited to give a presentation on a particular topic, it is a good idea to note apologies first, and then invite the person to speak as the next item on the agenda. The Chair can then thank the speaker for his or her contribution. This avoids visitors being kept waiting whilst the normal business is conducted.

1.5 CLERK'S DUTIES DURING MEETINGS

As Clerk you are the main link between the school, the Governors and, dependent of school setting, the Local Authority or Academy Trust; as such, you are responsible to the Governing Body. As Clerk you should be familiar with all the working documents (School Governance Constitution Regulations, Governance Handbook, Instrument of Government or Articles of Association/Scheme of Delegation, Governor/Clerk Competency Frameworks, etc) so that you can advise Governors on matters of policy and procedure during the meeting.

One of the most important tasks is to present the minutes of the previous meeting and take accurate minutes of the current meeting. Those Governors present at the previous meeting **must** be asked if they agree that the minutes are a true record. If they are in agreement the Chair **must** sign them. If the minutes are in loose-leaf form they **must** be initialled on each page. If the Governors do not agree that the minutes are a true record, any amendments agreed by the Governing Body **must** be made before the Chair signs them. *Any minute that includes a formal resolution of the Governing Body cannot be changed if it was properly recorded.* Governors may make a subsequent resolution at the next meeting rescinding or amending their decision but it **must** be a separate agenda item. Only Governors present at a meeting can give approval or vote on amendments to the minutes of that meeting.

After the minutes have been signed any reports on progress or action could be dealt with under 'matters arising'.

1.6 APOLOGIES FOR ABSENCE/ATTENDANCE AT MEETINGS

Apologies for absence may be received in writing or verbally and **must** be recorded in the minutes as to whether or not the Governing Body accepts the apologies, i.e. approves the absence.

It is essential to record apologies in this way because Governors are disqualified if they fail to attend full Governors' meetings for six months from the date of the first meeting missed; approved absences are not counted for this purpose. It also provides a record of Governors who did not give their apologies, and enables accurate records for updating the Register of Interests.

NOTE: This regulation does not apply to the Headteacher or Ex officio Foundation Governors. *See Section 4: Sample Letters.*

1.7 QUORUM

The "quorum" is the minimum number of Governors that **must** be present to constitute a valid meeting. The quorum for any Governing Body meeting and vote is one half (rounded up to a whole number) of the current membership of the Governing Body. For example, if the full membership is 17 and there are two vacancies making the membership 15, the quorum will be eight.

In an academy this is usually three or one third, whichever is the greatest – please refer to the Articles of Association for clarification.

If it becomes apparent before a meeting that a quorum is not going to be present then the meeting should be cancelled and re-arranged in consultation with the Chair. If, however, it only becomes apparent at the start of the meeting, or at any time during the meeting that a quorum is not present, then the Clerk should inform the Chair and no further business should be taken. If it is necessary to cancel a meeting because it is inquorate, the Clerk, in consultation with the Chair, should arrange a new meeting as quickly as is practicable. Any urgent business that cannot be delayed until the new meeting should be dealt with by the Chair or Vice-Chair in accordance with their legislative powers.

1.8 GOVERNORS AND PERSONAL INTEREST - (withdrawal from meetings)

Governors **must** withdraw from meetings if there is a potential conflict between the interests of that person, and the interests of the Governing Body, or where a fair hearing **must** be given; and there is reasonable doubt about the individual's ability to act impartially on any matter.

Examples of cases where a fair hearing **must** be given include decisions relating to staff or pupil discipline or admission of pupils. This requirement does not stop a Governing Body or committee allowing someone who can offer relevant evidence to a case in question from giving that evidence, nor does it stop Governors expressing interests and views in relation

to general administrative matters, as opposed to cases where they are determining the rights of individuals.

Specific provision is made in the Regulations in relation to certain issues, namely:

- Governors should withdraw from any meeting in which they have a direct or indirect pecuniary interest. Under Fair Funding Regulations all Governing Bodies are required to establish a register of interests which should be reviewed annually and published on the School/Academy website (see *'The Constitution of Governing Bodies of Maintained Schools'* (page 11, item 32));
- a teacher is not regarded as having a pecuniary interest if his or her interest is no greater than that of other teachers at the school. A person employed to work at the school other than as a teacher, is not regarded as having a pecuniary interest if his or her interest is no greater than that of the other persons working at the school, other than as teachers;
- a Foundation Governor shall not be prevented from speaking or voting on any issue affecting the trustees or foundation;
- a person **must** withdraw and not vote on his own appointment or removal as a Governor or member of a committee, or as Clerk, Chair or Vice-Chair;
- a person employed to work at the school, other than the Headteacher, **must** withdraw and cannot vote in relation to the pay or performance appraisal of any particular person working at the school. This does not affect general discussions about policy;
- the Headteacher **must** withdraw and cannot vote in relation to his own pay or performance appraisal;
- a person employed to work at the school **must** withdraw from any meeting at which the consideration or discussion of his or her successor is taking place.

If there is a disagreement about whether a person is required to withdraw, it will be for the other members of the Governing Body or committee to make the decision.

All governing bodies **must** set up and maintain a register of business interests (see [APPENDIX 5](#)).

Regulation 26 and Schedule 5 (15) of The School and Early Years Finance (England) Regulations 2013 require that all Local Authority Schemes for financing schools include details about the setting up of a register of any business interests of the governors and the headteacher. Since September 2015, according to the statutory guidance [The Constitution Of Governing Bodies Of Maintained Schools, August 2017](#), it is a statutory requirement that governing bodies of maintained schools publish their register of interests on the school's website.

Academies **must** have regard to the [Academies Financial Handbook](#) which requires that all members of the governing body complete a declaration of their business interests.

1.9 RESOLUTIONS/VOTING

Clerks should not attempt to minute the discussion at meetings verbatim: **any Resolutions or Actions agreed must be clearly identified and recorded accurately – if unsure, the Clerk should stop the meeting and clarify with the Chair.**

Every question to be decided at a Governing Body meeting **must** be determined by a majority of votes of those governors present and eligible to vote. If there are an equal number of votes, the Chair (or acting Chair) has a second (or casting) vote. Decisions can be reconsidered, amended or rescinded at subsequent meetings of the Governing Body, however this **must** be a specific item on the agenda.

1.10 THE HEADTEACHER’S ROLE

The Headteacher is a member of the Governing Body by virtue of office (ex officio). If the Headteacher decides not to be a Governor they **must** inform the Clerk in writing. The Headteacher has the same voting rights as other members of the Governing Body. If the Headteacher chooses not to be a Governor he or she can still attend all meetings of the Governing Body, but is not allowed to vote.

The Headteacher is responsible to the Governing Body for the “general direction and conduct of the school”, i.e. all internal organisation, management and control of the school (see *Section 3.1 of the Governance Handbook*). The role of the governing body is to be strategic **not** operational.

1.11 CONFIDENTIALITY

Although there is a legal requirement that an agenda, a signed copy of the minutes for each meeting, and any reports, documents or other papers considered at the meeting should be available in school to persons wishing to inspect them, details of **discussion** during Governors’ meetings should always be considered **confidential**.

Occasionally, a problem may arise when a Governor may discuss the content of a Governors’ meeting with someone who was not entitled to attend that meeting. In this case, the Chair should, at the next available opportunity, remind **all** Governors that the meetings are confidential and remind them of the terms of the Code of Conduct. It is strongly recommended that governing bodies have a Code of Conduct which all governors sign, to act as a reminder of Governors’ responsibilities. A code that can be adapted by your Governing Body is given in *Section 4*.

1.12 MINUTES

During the meeting you should take notes and record accurately the wording of any resolutions, but it is not necessary to take verbatim minutes. Ofsted Inspectors will review both full Governing Body and committee minutes for evidence to show how effectively Governors have challenged the Headteacher and senior leaders, to account for all aspects of the school's performance. The minutes are a formal record of the Governing Body's decisions, but are not intended to be a transcript of the discussion.

Minutes are normally written impersonally and examples of phrasing are:

- "Governors were informed that . . ."
- "consideration was given to . . ."
- "it was **RESOLVED** that . . ."

The Clerk should aim to complete the minutes as quickly as possible after the meeting, and these remain in the **ownership of the Clerk** until they are approved at the next meeting of the Governing Body. Action will be taken on resolutions before the next meeting, and you may wish to discuss the minutes with the Chair in order to produce an accurate record of the meeting. A clearly defined action table should be circulated shortly after the meeting (and in some cases the draft minutes with the Chair's agreement). This acts as a clear reminder to those Governors who are required to take action before the next meeting. The minutes can be amended by resolution of the Governing Body when brought forward for approval at the next full meeting.

The minutes should be signed by the Chair at the next meeting and then become the formal record of the Governors' deliberations. A secure storage area should be allocated within the school office for all minutes, and be accessible to the appropriate school staff and members of the Governing Body.

See [APPENDIX 3](#) for sample minutes.

1.13 CONFIDENTIAL MINUTES

In the case of sensitive items, particularly those relating to, or which may identify named staff or pupils, you should preserve confidentiality by excluding the relevant sections from the published minutes (commonly known as Part A). Sometimes the Governors may wish to discuss a matter confidentially. This can be done by the Governors resolving that the matter should be a confidential item. This means that the decision is not recorded as part of the minutes which are available for public inspection, but is recorded on a separate sheet (commonly known as Part B), the circulation of which is restricted to members of the Governing Body. **Generally, anything about a named individual, or which identifies an individual, should be treated as a confidential item.**

If it is apparent when the agenda is being prepared, that when a particular matter should be completely confidential to the Governing Body, the agenda should be divided into two sections designated as Part A and Part B. The confidential item should be listed as a very

general heading (e.g. Staff Matter) under the Part B heading. The minute relating to this confidential item should be produced as above on a separate sheet, which is available only to the members of the Governing Body. This sheet should have a complete heading giving the time, date and place of the meeting, members present and should be marked “Part B – Confidential”. Minutes in this category should be numbered separately from Part A minutes. If a Part B item has been included, the main minute will be labelled Part A. The confidential minutes may be printed on pink paper to indicate confidentiality.

Confidential minutes of committee meetings should only be sent to the members of that committee who were present.

1.14 ACTIONS ARISING FROM THE MINUTES AND CORRESPONDENCE

Although minutes have no legal status as a true record of the meeting until formally confirmed by the Governing Body and signed by the Chair, in practice matters that come within the responsibility of the Governors and require further action should be dealt with by the Clerk immediately after the meeting. If you are writing to the Local Authority, it is always better to write to a named officer who is dealing with the matter, or who is likely to be dealing with it. It is helpful if a separate letter is sent for each item of business the Governors wish to raise. In particular, any formal decisions taken by the Governors in connection with the level of remuneration of all members of staff, **must** be reported in writing in line with the Pay Policy as ratified by the School/Academy.

1.15 ACCESS TO MINUTES AND MEETING PAPERS

It is a legal requirement that agendas, minutes and reports etc considered at meetings should be made available for inspection at the school for anyone wishing to do so. However, confidential material should be excluded. Since the minutes will not become a formal record until they are signed at the next meeting, each Governing Body should be clear about its practice concerning access to the unsigned minutes. Bearing in mind the need for good communication between the Governors, school and community, it is good practice to allow access to the unsigned minutes once these have been agreed with the Chair. Such minutes should be clearly marked “draft” or “unapproved”. School office staff should know where the papers are stored, and have access to the agendas, minutes and meeting papers to enable them to deal with any request – there should be a school process in place for this if you are unclear.

1.16 GOVERNING BODY MEMBERSHIP

The School Governance (Constitution) (England) Regulations 2012 and the School Governance (Federations) (England) Regulations 2012 as amended by the School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016, state that Governing Bodies should be no bigger than necessary to secure the range of skills they need to be effective. Governing Bodies should use a skills audit to identify any gaps that need to be filled in the skills, knowledge and experience of existing Governors.

Governing bodies **must** not be smaller than 7 members and **must** include at least 2 parent Governors; the Headteacher (unless the Headteacher resigns as a Governor); one staff Governor; one Local Authority Governor and as many co-opted Governors as they consider necessary. Foundation, Voluntary Controlled and Voluntary Aided schools are also required to have partnership or foundation Governors.

For more information on the statutory guidance, please refer to [The Constitution of Governing Bodies of Maintained Schools 2017](#) guidance. The DfE have also released the following guidance which you may find useful in relation to governance structures: <https://www.gov.uk/government/publications/governance-structures-and-roles>

The Local Authority (LA) is responsible for the elections of all parent and staff governors within **Community and Voluntary Controlled Schools**. Lincolnshire County Council has delegated this duty to Headteachers. Should you not have a clear process in your school for elections, please contact LCC Governor Services for further advice. **NB:** It is not the Clerk's role to organise these elections except in cases where the Clerk is also employed in school as part of the school's administrative staff.

In terms of **Foundation and Aided Schools**, the Governing Body is responsible for all Parent and Staff Governor elections. It can delegate some of the work to the Headteacher, one of the Governors, or one of the Governing Body's committees.

Where a Parent or Staff Governor wishes to serve a further term of office, an election must still be held to give other parents or staff the opportunity to stand if they so wish.

1.17 APPOINTING FOUNDATION GOVERNORS

Foundation Governor appointments are appointed to voluntary controlled, aided and in some foundation schools by the Church authority or voluntary organisation which provides the school. These appointments are the responsibility of the Diocesan Board of Education (Lincoln tel: 01522 504015) in the case of Church of England Controlled Schools and the Diocese of Nottingham in the case of Roman Catholic schools (tel: 01332 293833). Some schools also have foundation Governors appointed by trustees or charities. Please contact the appropriate organisation if you require any further help or advice with these appointments.

1.18 APPOINTING LOCAL AUTHORITY (LA) GOVERNORS (MAINTAINED SCHOOLS)

The Regulations create a requirement that all appointed Governors have the skills required to contribute to the effective governance and success of the school. Governing Bodies **must** therefore determine the skills required when appointing new Governors, and should carry out a skills audit in order to determine those skills.

Local Authority Governors are nominated by the Local Authority but appointed by the Governing Body. It is for the Governing Body to decide whether the nominee has the right skills to contribute to the effective governance and success of the school, and meets any other eligibility criteria they have set. In cases where the Local Authority are unable to nominate, it is possible for the governing body to suggest a suitable candidate for consideration.

Where a Local Authority Governor wishes to serve a further term of office, the appointment process must still be followed. See [APPENDIX 4](#) for both application form and details on the process to appoint/reappoint a Local Authority Governor.

1.19 TERMS OF OFFICE

Governing Bodies may have differing terms of office of between one and four years for different categories of governors. If the term of office for a particular category of Governor is to be less than four years, this **must** be recorded in the Instrument of Government. This does not apply to the Headteacher or an ex officio Governor. See Section Three for the different Categories of Governors.

For details of the terms of office for Academy Governors, please refer to the Academy's Articles of Association.

1.20 RESTRICTIONS ON APPOINTMENT AS A GOVERNOR

Restrictions on appointment fall into three broad categories:

- general grounds;
- grounds that apply to particular categories of governor; and
- grounds that arise because of particular failings or actions on the part of the governor.

All the grounds for disqualification apply also to associate members except that associate members can be registered pupils at the school and can be aged under 18.

If you are in any doubt or require further clarification as to a person's eligibility to serve as a governor, please refer to statutory guidance or contact the Governor Services Helpline on 01522 553240 or via email: GovernorSupport@lincolnshire.gov.uk.

1.21 PRE-APPOINTMENT CHECKS FOR GOVERNORS

It is mandatory that all new and reappointed Governors have in place a current DBS certificate. Schools are responsible for ensuring Governors have a **DBS certificate within 21 days of their appointment and for obtaining a Section 128 check**. Instantly the activities or actions of a Governor give cause for concern, then these should be immediately and formally reported to the Head Teacher or Designated Safeguarding Lead.

Please refer to the following documents for further clarification:

- Keeping Children Safe in Education
- The DfE [Governance Handbook](#)
- The School Governance (Constitution) (England) Regulations 2012

In addition to obtaining a current DBS, the following checks should be made on all those who seek appointment as school Governors:

Identity – The Governing Body (or its representative) should ask to see proof of identity, for example a birth certificate, driving licence or passport.

Declaration Form – All new Governors should complete a declaration of eligibility to serve form, which should be retained by the Clerk (*see Section 4*).

Declaration of Personal Interest – All new Governors **must** complete a Personal Interest form (*see Section 4 and further information in Section 5*).

ACADEMIES: There is now an Identity Verification check for NEW Chairs of Trustees. Information is available via the DfE Website.

[\(Identity Verification for New Chairs of Trustees\)](#)

1.22 INSTRUMENT OF GOVERNMENT (Maintained Schools)

Each school **must** have an Instrument of Government that sets out the following:

- The name of the school and category of school to which it belongs.
- The name of the Governing Body of the school and total membership
- The number of Governors in each category of Governor.
- If the term of office for any category of Governor is to be less than four years, the category and length of term of office is stated.
- If the school has foundation Governors, the bodies entitled to appoint such Governors, ex officio Governors and any substitute Governors, and the bodies entitled to request the removal of such Governors.
- Details of any trust deed relating to the school.
- The date on which the Instrument of Government takes effect.

The Instrument **must** comply with any trust deed relating to the school.

All Governors **must** be given a copy of the Instrument and copies of any subsequent Variation Orders. You will have received a copy of the Instrument on appointment.

The Governing Body cannot change its size or composition from that set out in the Instrument, unless it is legally changed through applying for a Variation Order. If the Governing Body wishes to change its size or composition it **must** have a new Instrument of Government; in Lincolnshire this is produced by the LA and sealed by the LA's Legal Services team. **Please note**, if your school is a Foundation school, you must apply to the appropriate body in the first instance if you wish to make any changes or amendments.

If the Governing Body does wish to apply for a Variation Order to make a change to either the size of the Governing Body or the name of the school, please contact the Governor Services Helpline (01522 553240) or email: GovernorSupport@lincolnshire.gov.uk, for further guidance.

1.23 ARTICLES OF ASSOCIATION / SCHEME OF DELEGATION (Academies)

Articles of Association are similar to Instruments of Government in that they show the make up of the Governing Body and Trust. In addition the Articles set out the operational procedures of the school, Trust Board and Governing Body. Academy Clerks **must** refer to this document at all times and have a copy of the Scheme of Delegation for reference.

The DfE have also released the following guidance which you may find useful in relation to governance structures: <https://www.gov.uk/government/publications/governance-structures-and-roles>

1.24 ELECTION OF CHAIR / VICE-CHAIR

The governing body **must** elect a chair and a vice chair in accordance with the [Roles, Procedures and Allowances Regulations](#). The Regulations also set out in what circumstances the Chair has the power to act without the prior authority of the governing body. The Vice-Chair **must** fill in for the Chair wherever there is a vacancy for the position of Chair, or the Chair is absent. The Governing Body also has the authority to vote to remove a Chair or a Vice Chair, and the Regulations set out the procedure for doing this under *Regulation 9*. **Academies** – please refer to your Articles of Association with regard to elections as this process may be carried out by the Company Secretary.

Although there is no legal constraint on the length of time a Chair of Governors can serve, the opinion of National Governance professionals such as the NGA, is that an element of regular re-appraisal and renewal is beneficial to all schools, and that all chairs should normally expect to step down after a maximum of six years in post. It is also suggested that where stability is required, appointment of the chair for a two year period provides consistency for the school/academy.

We would strongly recommend that the Governing Body records in the minutes the procedure it decides upon for election, what it will do in the event of a tie, the term of office, and that this is added to the Terms of Reference for the full Governing Body.

1.25 CLERK'S ROLE DURING THE ELECTION

- The current Chair will welcome Governors to the meeting and take apologies (to ensure the meeting is quorate).
- The Chair hands over to you as Clerk. You announce the names of those wishing to stand as Chair and/or ask for nominations from the floor and ask those Governors to leave the room.
- If there is only one nominee, the Governors vote to accept that person.
- If there is more than one nominee, you **must** hold a ballot. Before the ballot is held, Governors should decide what would happen in the event of a tie (tossing a coin, drawing straws etc).
- Give each Governor a piece of paper on which to make his or her vote. Have these prepared in advance.
- Count the votes, and invite the nominees back into the meeting.
- Announce the new Chair.
- Hand the meeting over to the Chair who will carry out the same process for the election of the Vice-Chair.

You should record the Chair and Vice-Chair's terms of office and the procedure used for the election in the minutes.

1.26 CLERK'S EXPENSES

Included within all school budgets is an element for the costs of servicing the Governing Body. Clerks are not expected to meet the cost of stationery, etc from their own salaries. For most of their requirements, Clerks should be able to draw on school stocks for stationery and, in consultation with the Headteacher and administrator/secretary, have access to photocopying equipment, etc in the school.

Advice about purchases and claim procedures can be obtained from the Chair of Governors, or administrative staff at the school.

The Clerk may be asked to support the appointment of a new Headteacher or deputy Headteacher. This will involve additional time and possibly additional expenses by the Clerk. The Governing Body may decide to offer an honorarium in this instance.

1.27 CLERK'S SALARY

Most Clerks to Governors in Lincolnshire maintained schools are paid on grade G4, spinal column points 9 to 12 of the Lincolnshire County Council pay spine. The salary is based on a 37 hour, 52 week year (see [APPENDIX 1](#))

This grade cannot be altered but Governing Bodies can, if necessary, change the number of hours the Clerk is paid to work. Clerks are usually contracted to work in the region of 120 hours per annum, which covers three full Governing Body meetings per year, committee meetings, management of appointments and time for all associated

administrative duties. If you find that you are exceeding the number of hours you are contracted, it is suggested that you log your hours for a term and talk to your line manager, who is the Chair of Governors.

Should you clerk for an Academy or Academy Trust, please refer to your Governance Lead / Company Secretary to query your contract details, salary scale or appraisal process.

As an employee, it is a requirement that the Chair of Governors carries out an annual appraisal performance review. For any Clerks employed under LCC Schools HR terms and conditions, this review should take place by the end of April.

SECTION 2:
GENERAL GUIDANCE

THE ROLE OF GOVERNING BODIES

2.1 Duties and Responsibilities

The duties and responsibilities of Governing Bodies are set out in the [School Governance Regulations 2013](#) and [School Governance Constitution Regulations 2012](#) (Articles of Association for academies), and are further clarified in the [Governance Handbook](#).

The purpose of governance is to provide confident and strong **strategic** leadership which leads to robust accountability, oversight and assurance for educational and financial performance. All governance boards, no matter what type of school or how many schools they govern, have three core functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent.

(Governance Handbook, October 2020)

2.2 Delegation of Powers

It should be remembered that it is the Governing Body as a whole that has powers to establish policy, and take action and no single Governor has any authority as an individual. Governing bodies are, however, permitted formally to delegate authority to committees, to any member of the Governing Body or the Headteacher – see a sample delegation planner in *Section 4*. The Chair of Governors is empowered to make decisions on behalf of the Governing Body in cases of urgency where a delay would be seriously detrimental to the interests of any registered pupil at the school, a parent, or person employed at the school.

NOTE: Any delegated powers agreed **must** be clearly identified in the minutes of the meeting, and recorded under the Terms of Reference for either the relevant committee or full governing body.

2.3 Visiting Schools

Being an effective Governing Body requires that the decisions that are taken are based on a sound knowledge of the school and its community. Governors should, therefore, be encouraged to visit the school to see, understand and learn about the life and work of the school. To make visits effective, it is important that there is a planned programme discussed and agreed by the Governing Body as a whole, in consultation with the Headteacher. As Clerk you should maintain an agreed programme of formal visits, and any written reports arising from these visits. These visits should be arranged in advance with the Headteacher.

2.4 Training and Support for Clerks and Governors

In view of the increased responsibilities placed upon Governors as a result of legislation, Lincolnshire County Council provides a dedicated Governor Services Support offer and works in conjunction with [Lincolnshire Teaching Schools Together](#), [The Lincolnshire Learning Partnership](#), [Lincoln Anglican Diocese](#) and [Leaders of Governance](#) (NLGs/LLGs) to deliver a development programme. Through this offer, National and Local Leaders of Governance (NLGs/LLGs) provide training and support in partnership with the [National Governors' Association](#) (NGA), plus provide support with areas such as External Reviews of Governance, mentoring and Headteacher Performance reviews. In addition, Lincolnshire County Council also provides access for all governors across all educational provisions to access the e-learning available through [NGA Learning Link](#).

Governing bodies are encouraged to appoint a Link Governor to act as an advocate and liaison with regard to training opportunities.

While schools/academies may procure services from a variety of professional services such as HR, finance and legal, Lincolnshire County Council offers a variety of highly-valued services to schools across the county which are detailed in EduLincs, and are available to schools, academies and other educational settings in Lincolnshire; all are available within one single point of access through the [EduLincs](#) website. Where possible, the LA has focused funding on a number of services, which help us to achieve our joint priority outcomes, and these are identified as being available free of charge.

You will also find a number of chargeable services which offer high-quality, professional and cost-effective support, enabling your school to meet regulatory requirements whilst improving outcomes for pupils.

Further details are available from Governor Support or via the School News bulletins published via **Perspective Lite**.

Clerks to Governors are also strongly encouraged to attend the Clerks' Networking sessions which are facilitated by Governor Services once a term across various locations. These sessions are an opportunity to receive updates on statutory/regulatory policies and procedures, in addition to networking with peers and sharing good practice.

The Governor Helpline is available to all educational provisions, and is available on 01522 553240 or email: GovernorSupport@lincolnshire.gov.uk.

2.5 NEW GOVERNORS

The Chair should extend a welcome to any new Governors and pay tribute to any retiring Governors. It is also helpful if as Clerk, you contact newly appointed Governors in advance

of the first meeting to introduce yourself and explain your role, function and availability. All new Governors in maintained schools should receive a Welcome Pack from Governor Services. Governing bodies should have an induction plan in place for new Governors. Some suggestions as to what this should include are given below. These should be sent either by yourself as Clerk, or the Chair of Governors.

- Send a letter to new Governors welcoming them to the governing body.
- Let them know that one of the current (well experienced) Governors will be in touch – they will act as a mentor.
- Provide details of the best method of contacting:
 - The school office/Headteacher.
 - Yourself as Clerk to Governors.
 - The Chair of Governors.
- Supply dates of forthcoming full Governors' meetings and minutes of most recent meetings.
- Provide an induction pack which could include:
 - The Governance Handbook, if not already received via Governor Services **(essential)**.
 - Duties of a Governor (see [APPENDIX 6](#))
 - A list of members of the current Governing Body.
 - A list of Governors with particular responsibilities eg. SEND, literacy and information about those responsibilities.
 - List of staff, and staff with additional responsibilities ie SENCo.
 - Terms of reference and membership of committees.
 - School improvement/development plan.
 - Ofsted report.
 - School Prospectus (if appropriate).
 - School policies.

On appointment, new Governors should be given the following forms (see *Section 4*):

- Declaration of eligibility to serve form.
- Copy of the Governing Body's Code of Conduct
- Pecuniary interest form.

The Headteacher could take the new Governor on a tour of the school in session and introduce him or her to members of staff. It is also helpful if the mentor could go through some of the information listed above with the Governor. The new Governor could be invited to sit in on committee meetings to avoid being allocated to a committee that may not be particularly relevant to that person's skills or interests.

New Governors should also be made aware of the Governor Development offer and e-learning opportunities, particularly those aimed specifically at new Governors.

2.6 INDIVIDUAL RESPONSIBILITY HOLDERS ON THE GOVERNING BODY

It is recommended that Governing Bodies have a number of Governors with specific responsibilities; these may include child protection, health and safety, SEND, etc. For further information, refer to *Section 3* of the [Governance Handbook](#).

2.7 GOVERNING BODY COMMITTEES

The Governing Body may establish such committees as it deems fit to fulfil its functions. These may include two main committees for Resource Management and School Development, with others being set up so that they are ready when required, for example Staff Discipline, Pupil Exclusions and Complaints. In line with the LCC Pay policy, all maintained schools **must** hold a separate Pay committee annually.

NOTE: *Throughout an academic year, there may be the requirement for additional panel committees such as complaints, disciplinary hearings, pupil exclusions or appeals. Should this occur, please contact Governor Support or your Locality Lead for guidance and support in the process.*

The following functions can be delegated to a committee, but not an individual:

- Functions relating to the alteration, discontinuance, closure or change of category of the school.
- Functions relating to school discipline policies.
- Functions relating to the exclusion of pupils (except in an emergency).
- Functions relating to admissions.

Governing bodies **must** review the delegation of functions annually and remain accountable for any delegated decisions.

Governing bodies **cannot** delegate any functions relating to:

- The constitution of the Governing Body;
- Functions relating to the approval of the first formal budget plan of the financial year (Lincolnshire only);
- The appointment or removal of the Chair and Vice-Chair;
- The appointment of the Clerk;
- The suspension of a Governor;
- The delegation of functions;
- The establishment of committees.

Membership of committees **must** be confirmed at a full Governing Body meeting. The Governing Body sets the remit of each committee – areas of activity, membership, quorum, delegated powers, procedures for election of committee Chair etc. The membership may include associate members, providing that a majority of members of the committee are Governors. Every committee **must** have a Chair who is either appointed by the Governing Body, or elected by that committee. The Governing Body may remove the Chair of a committee from office at any time.

Any such individual or committee **must** report back to the Governing Body on any action taken or decisions made.

The Governing Body **must** appoint a clerk to each committee with delegated powers. It is recommended that this is the Clerk to the full Governing Body.

If the Clerk does not attend a committee meeting (emergency absence), the members present may appoint a member of the committee, but not the Headteacher or the Chair, to clerk the meeting. A fundamental role of governance is openness, transparency and accountability hence why it is not recommended practice for the Headteacher or Chair to clerk a meeting they will have provided key information to.

The Governing Body may remove from post a Clerk to a committee at any time.

The Clerk of the committee must:

- Convene meetings of the committee and give each member the agenda and papers to be considered at least **seven** days before the date of the meeting;
- Attend meetings of the committee and record minutes;
- Perform such related functions as determined by the Governing Body.

Minutes **must** be drawn up by the Clerk and signed by the Chair after approval at the next meeting of the committee. Minutes and supporting papers (except those deemed confidential) **must** be made available for inspection by any interested person as soon as possible.

Persons entitled to attend meetings of committees:

- Members of the committee.
- Headteacher.
- Clerk to the committee.
- Associate members of that committee (but may be excluded if an item of business refers to an individual member of staff or pupil).
- Any other person may be invited to attend their meeting with the approval of the governing body.

Quorum: For any committee meeting and vote there **must** be a minimum of three Governors who are members of the committee or more, as determined by that committee.

Voting: Every decision **must** be determined by a majority of votes of those members present and voting. If there are an equal number of votes, the Chair (providing that he or she is a Governor) has a casting (second) vote. The committee can only vote if the majority of the members present are Governors. Associate members may not vote on any decision relating to admissions, pupil discipline, election or appointment of Governors, the budget or financial commitments of the Governing Body.

If a committee is given delegated powers to make decisions, it **must** report any such decisions back to the full Governing Body by way of minutes. A working party may only make recommendations with the final decision resting with the full Governing Body.

Good practice indicates that the full Governing Body should be strategic and not deal with every matter and that it delegates certain duties. Points for the Governing Body to consider:

- Establishing committees with delegated powers.
- Establishing working parties.
- Delegating tasks to individuals.

The Governing Body also needs to decide:

- The membership – is the committee the correct size?
- Who appoints the Chair – the full Governing Body or the committee?
- Is the committee to have associate members, and if so how many?
- If yes, are associate members to have voting rights?
- Is there enough expertise and experience spread through the committees?
- Terms of reference.

2.8 Looking After Information/Records Management

Schools/governing bodies create, use and access a wide variety of information and, as such, the areas in which that information is used has very strict criteria and processes. Please refer to the [Governance Handbook](#): Section 6.15, Information Sharing for further guidance.

The ultimate responsibility for compliance sits with governors and trustees. School governors will also have an oversight role in making sure their school has good network security to keep the personal data they hold protected, which should also include having a business continuity plan in place that has cyber resilience as a consideration. It is important to note that the new legislation moves schools from being required to 'comply' with data protection, to being required to 'demonstrate' compliance with legislation.

It is essential that the school/Governing Body have clear process in place for looking after information and records management. More details can be found at:

<https://irms.org.uk/page/SchoolsToolkit>

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

<https://ico.org.uk/for-organisations/resources-and-support/data-protection-self-assessment/>

<https://ico.org.uk/for-organisations/>

2.9 POLICIES AND OTHER DOCUMENTS THAT GOVERNING BODIES AND PROPRIETORS ARE REQUIRED TO HAVE BY LAW

The drafting of school policies can be delegated to any member of school staff. Model policies are available from a variety of sources and schools/academies are free to adopt these as they see fit.

There is no requirement for all policies to be reviewed annually although there are **statutory policies which must be published on the school website**. The following link to the DfE website will give the latest information available:

<https://www.gov.uk/government/publications/statutory-policies-for-schools>

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

For further information on DfE publications relating to guidance, regulation and business support, please refer to, [School Governance: Guidance and Regulations](#).

SECTION 3:
**SOURCES OF ADDITIONAL
INFORMATION AND GUIDANCE**

3.1 USEFUL WEBSITES

Lincolnshire County Council
County Offices
Newland
LINCOLN LN1 1YL
Tel: 01522 552222 (reception)/01522 553240 (Governor Services)
www.lincolnshire.gov.uk/GovernorSupport@lincolnshire.gov.uk

Nottingham Roman Catholic Diocesan Education Service
<http://www.dioceseofnottingham.uk/education>

Lincoln Diocesan Education Centre
www.lincoln.anglican.org

Department for Education
<https://www.gov.uk/government/organisations/department-for-education>

Fischer Family Trust (FFT)
<https://fft.org.uk>

Education Endowment Foundation (EEF)
<https://educationendowmentfoundation.org.uk>

Education & Skills Funding Agency (Academies)
<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

National Governors' Association
www.nga.org.uk

Inspiring Governance (Governor Recruitment – all educational settings)
<https://www.inspiringgovernance.org>

Academy Ambassadors (Governor Recruitment – Academies only)
<https://www.academyambassadors.org/>

National Foundation for Educational Research in England and Wales (NFER)
www.nfer.ac.uk

Information Commissioner's Office (ICO)
<https://ico.org.uk>

The Key for School Governors
<https://schoolgovernors.thekeysupport.com>

The School Bus
<https://www.theschoolbus.net>

3.2 Types of Governor

The number of governors in each school is set out in the school's Instrument of Government or Articles of Association. A different number of each type of governor is required for different categories of schools.

The composition of a Governing Body should reflect a wide range of groups from the community. The headteacher is a member of the governing body by virtue of their office and may at any time resign as a governor, and withdraw their resignation, in both cases by notifying the clerk in writing.

Co-opted Governors are appointed by the governing body and may be an individual who lives or works in the community served by the school or is employed directly by the school and has the skills and experience required to contribute to the effective governance and success of the school. **NB:** a Co-opted governor who is a Staff governor cannot be elected Chair or Vice Chair of Governors.

Local Authority Governors are nominated by the local authority but appointed by the governing body. The local authority can nominate any person who is eligible to be a Local Authority governor, but it is for the governing body to decide whether their nominee has the skills required to contribute to the effective governance and success of the school and meets any other eligibility criteria they have set. Should the Local Authority be unable to nominate a candidate, the school or Governing Body may put forward a prospective candidate to the Local Authority for consideration. *There are no LA governors in academies.*

Foundation Governors are appointed in voluntary controlled, aided and in some foundation schools by the voluntary body which provides the school (usually the school's founding body, church or an organisation other than a local authority).

Partnership Governors are appointed by the governing body. Individuals are only eligible to be nominated as a partnership governor if the person nominating them believes that they have the skills needed to contribute to the effective governance and success of the school. Nominations are sought from the "appropriate diocesan authority", the "appropriate religious body" or the parents of registered pupils at the school and the local community, as the Governing Body considers appropriate.

Parent Governors are an individual who has a child of legal school age (5 – 16) and is elected by the parent body to serve as a governor. They are usually parents of a registered pupil at the school, which includes a person with parental responsibility, or carer, at the time of election and are eligible to stand for election as a parent governor. Parent governors may continue to hold office until the end of their term of office even if their child leaves the school. It is possible to be a parent governor because you have a child of legal school age, but not attending the school at which you govern.

Staff Governors are teaching and support staff who, at the time of election, are employed by either the governing body or the local authority to work at the school under a contract of

employment. Staff governors are elected by this same category of school staff. They cease to hold office when they cease to be employed at the school. **NB:** A Staff governor cannot be elected as Chair or Vice Chair of Governors.

Associate Members are appointed by the governing body to serve on one or more governing body committee. They may also attend full governing body meetings. *They are not governors and therefore do not have a vote in governing body decisions or count in the quorum, but may be given a vote on decisions made by committees to which they are appointed.* Associate members may be a pupil, school staff member, or any other person that is able to contribute their specific expertise in order to address specific gaps identified in the skills of governing body members, and/or help the governing body respond to particular challenges that they may be facing.

Ex Officio Governors – this is not a type of governor but indicates that the person is a governor “by virtue of office”, i.e. the governorship relates to the post not the person. This usually applies to headteachers and local incumbents who are governors as long as they are in post.

Academy Trustee – (sometimes called a non-executive director or director) An individual who is a director under company law and a trustee under charity law of either a stand-alone academy trust (SAT), a multi-academy trust (MAT) or a Catholic academy company (CAC). They are appointed by the members of the trust. The trustees are responsible for the same three core governance functions performed by the governing board in a maintained school: setting the direction, holding the senior leadership to account and ensuring financial probity. As charity trustees, they must also ensure that they are complying with charity law requirements.

Academy Members are members of a trust and are akin to the shareholders of a company. They have ultimate control over the academy trust, with the ability to appoint some of the trustees and the right to amend the trust’s articles of association.

There is no limit to the number of governorships at different schools an individual may hold but if more than one is held, this must be declared on the pecuniary interest form and the Register of Interest details on the school website.

Please see DfE guidance document on Governance structures and roles:

<https://www.gov.uk/government/publications/governance-structures-and-roles>

Please refer to statutory guidance for more information:

<https://www.gov.uk/government/publications/constitution-of-governing-bodies-of-maintained-schools>

3.3 Glossary of Terms (NB: subject to change and relevance to educational setting)

Academy Academies are publicly funded independent schools. Academies have different governance arrangements from other schools

Academy committee A committee of the trust board in a Multi Academy Trust (MAT). The role and responsibility of any committee is defined in the MAT's scheme of delegation

Academy converter A school which converted to academy status voluntarily (usually high performing at the time of conversion), having previously been a local authority maintained school

Academy sponsor led A school which converted to academy status with the support of a sponsor (usually lower performing at the time of conversion)

Admissions Code A document providing statutory guidance on schools admission with which all schools must comply

Articles of Association The Articles of Association is the formal governing document for an academy, and sets out its rules for operating, including the composition of the governing board

ASCL Association of School and College Leaders – a headteacher union

Associate members Individuals appointed by the governing body of a maintained school. They are not part of the governing body, but are allowed to attend meetings and sit on committees and can be given voting powers. They are appointed for 1-4 years, with the opportunity for re-appointment. An associate member could be a pupil, member of staff or someone with expertise in a particular area. Academies' Articles of Association allow them to appoint non-governors to committees and give them voting rights

A level General Certificate of Education Advanced level – usually completed by some 16-18 year olds after GCSE

ASP Analyse school performance – a new service, providing schools and other existing user groups with detailed performance analysis to support local school improvement as a replacement to RAISEonline

Assessment without levels A common phrase to describe changes to the primary curriculum. Grade descriptions and levels have now been removed from the national curriculum and it is up to primary schools to decide how they track pupil progress and attainment. Children will still sit SATs exams in KS1 and KS2 as a national benchmark, however they will no longer be given a grade. Instead, they will be given a scaled score, with a score of 100 or above showing that a pupil has met national expectations

ATL Association of Teachers and Lecturers – a union for education professionals

Attainment 8 A headline measure of school performance at GCSE introduced from 2016. Measures the achievement of a pupil across English, maths and six further qualifications (three of which must count in the EBacc measure)

Attainment targets These establish what children of different abilities should be expected to know, and be able to do, by the end of each key stage of the national curriculum

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

Baseline assessment Assessment of pupils' attainment on entry to year 1 – it is not statutory, but many local authorities encourage schools to carry it out. Schools may now decide to conduct baseline assessments in reception, but again this is not a statutory requirement

Capital funding Spending on projects, improvements, and extensions to the school's land and buildings

Chair's action In maintained schools the chair is allowed to take decisions without asking the governing body if a delay will be detrimental to the school, a member of staff, a pupil or a parent. In academies, this power is not automatic and must be delegated to the chair

Chief Executive Officer (CEO) The lead professional and head of the executive branch for a group of academies known as a multi-academy trust (MAT). Although not being a headteacher in any school, they will be ultimately accountable to the governing board for all aspects of the MAT as a whole

Coasting school A school or academy whose performance falls within the government's coasting definition and is therefore eligible for intervention

Clerk The Clerk is the 'constitutional conscience' of the governing board. They provide advice on governance, constitutional and procedural matters. They also offer administrative support to the governing board and relay information on legal requirements

Collaboration An agreement between two or more schools to work together on one particular issue. They keep their individual governing boards, but may set up a joint committee to which they can delegate powers

Community schools Maintained schools at which the Local Authority (LA) is the employer, owns the land and buildings and sets the admission criteria. The LA also takes a proportion of income known as 'top slice' for the provision of central services such as HR, legal etc.

Community special schools Maintained schools which make special educational provision for pupils with statements of special educational needs and disabilities (SEND) or education, health and care plans (EHCS), whose needs cannot be fully met from within mainstream provision. The LA is the employer, owns the land and buildings and sets the admission criteria

Competency framework for governance A document developed by the DfE, setting out the skills, knowledge and behaviours needed for effective governance

Competitive tendering Obtaining quotes or tenders from alternative suppliers before awarding contracts

Co-opted governor/trustee Appointed by the governing board, generally on the basis of their skills

CPD Continuing Professional Development for school staff or the governing board

Delegated budget Money provided to schools, which governors can manage at their discretion

Delegated powers Authority given to a committee, an individual governor or the headteacher to take action on behalf of the governing board. In multi academy trusts this also refers to powers delegated to academy committees

Designated person Liaises with other services on behalf of young people in care, and has a responsibility for promoting their educational achievement

DfE Department for Education – the government department responsible for schools and children (formerly DCSF)

Directed time Time when a teacher must be available to carry out duties, including attending staff and parent meetings, under the direction of the headteacher – a maximum of 1265 hours in a school year

Disapplication A term used where national curriculum requirements may not apply to a pupil

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

EBacc A school performance measure based on achievement of GCSEs in 'core academic subjects' of English, maths, history or geography, the sciences and a language

EBD Emotional and Behavioural Difficulties

Education Forum Established by the government as a consultative group including the National Governors' Association (NGA), the Local Government Association (LGA) and all the teaching and headteacher unions

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 plans 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

Ethos The morals, values and beliefs that do, or at least should, underpin the school culture

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

Exclusion The temporary or permanent removal of a pupil from school for serious breaches of the school's behaviour and discipline policy

Executive headteacher Unlike a traditional headteacher who leads one school only, an executive headteacher is the lead professional of more than one school; or a lead professional who manages a school with multiple phases; or who has management responsibility significantly beyond that of a single school site

Executive leaders Those held to account by the board for the performance of the organisation. This may be the CEO, executive headteacher, headteacher or principal, as well as other senior employees/staff, depending on the structure of the organisation

Extended schools/ Enrichment services Schools that provide a range of services and activities often beyond the school day, to help meet the needs of the pupils, their families and the wider community

Federation Two or more local authority maintained (or community) schools governed by one governing body

FFT Fischer Family Trust – a non-profit company that provides data and analyses to LAs and schools in England and Wales

Form of entry The number of classes of 30 children that a school admits each year

Foundation governor/trustee Appointed by the foundation board

Foundation schools Maintained schools in which the governing body is the employer, owns the land and buildings and sets the admission criteria

Foundation special schools Maintained special schools, which have the same freedoms as foundation schools (see above)

Foundation stage Curriculum followed by children below statutory school age, in schools and nursery/pre-school provision

Free school A type of academy, either a new school set up in response to parental demand or a fee-paying school joining the state education system

FSM Free school meals – pupils are eligible for FSM if their parents receive certain benefits

Funding agreement The document which sets out the relationship between an academy/MAT and the Education Funding Agency (EFA)/Department for Education (DfE)

GCSE General Certificate of Secondary Education

Governor Services May be ‘in-house’ in larger MATs but often externally commissioned, governor services provide essential support to the governing board which may be in the form of training, advice or clerking services. Academies and maintained schools are free to utilise Lincolnshire County Council's free Governor Services Department, utilise the sector-led model for training purposes or seek alternative arrangements.

Governing board Refers to the board of maintained schools (governing body) and academies/MATs (board of trustees)

Governing body Refers to the governing body of a maintained school only

Headteacher Board Each Regional Schools Commissioner (RSC) has a board of elected headteachers of academies in their area to advise on and scrutinise their decisions

HLTA Higher Level Teaching Assistant

HMCI Her Majesty's Chief Inspector of Schools

HMI Her Majesty's Inspector

HSE Health and Safety Executive

IEP Individual Education Plan for pupils with special educational needs

IGCSE International GCSE

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

Instrument of Government A legal document setting out the composition of maintained school governing bodies

KS 1–4 Key stages 1-4. The four stages of the national curriculum: KS1 for pupils aged 5-7; KS2 for 7-11; KS3 for 11-14; KS4 for 14-16. KS5 applies to 16-19 year-olds but is not part of the national curriculum

Learning link - NGA Learning Link is a comprehensive online training platform for governors and trustees on the full range of their responsibilities

Local association A group of governors and trustees from different schools in the local area. Local associations vary in size and capacity. The smallest local associations may offer an informal support network for local governors whereas larger local associations may organise useful local events and provide formal support and training opportunities

LA Local authority – the LA has certain responsibilities regarding education, for example the educational achievement of looked-after children and for school places planning. It will also provide other services to schools, which may be provided via a service level agreement to maintained schools, and in many cases academies

LA Governor Nominated by the LA but appointed by the governing body

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

LGA Local Government Association – national organisation supporting and representing local government

LGB Local governing body – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGC, academy committee

LGC Local governing committee – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGB, academy committee

LACSEG Local Authority Central Spend Equivalent Grant – the funding academies receive to meet their additional responsibilities

Maintained schools Publicly funded schools overseen by the local authority. These schools must follow the national curriculum and national pay and conditions guidelines.

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

MAT board Common term for the board of trustees overseeing a multi academy trust

Mixed ability A teaching group in which children of all abilities are taught together

NAHT National Association of Headteachers – a headteacher union

NASBM National Association of School Business Managers

NASUWT National Association of Schoolmasters Union of Women Teachers – a teaching union

National College National College for Teaching and Leadership – the organisation responsible for national training programmes for school leaders, aspiring school leaders and the development of leaders of Children’s Services. In particular, it is responsible for the National Professional Qualification for Headship, the Chairs of Governors’ Leadership Development Programme and National Clerks’ Development Programme

National curriculum This was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education, which is relevant to their needs. Academies do not need to follow the national curriculum, but many still choose to

National Schools Commissioner (NSC) A civil servant responsible for co-ordinating the work of the eight RSCs

NFER National Foundation for Educational Research

NGA National Governors’ Association. The national membership organisation for school governors

Non-teaching (support) staff Members of the school staff employed to provide services in a school, such as teaching assistants, cleaners and office staff

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

Ofqual Office of the Qualifications and Examinations Register – the regulator of examinations and qualifications

Ofsted Office for Standards in Education, Children's Services and Skills – the body which inspects education and training for learners of all ages and inspects and regulates care for children and young people

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

Parent governor/trustee Member of the governing board elected by the parents of the school's pupils

Partnership governor In schools with a religious character these governors must be appointed with the purpose of preserving and promoting the religious ethos

Peripatetic teacher One who teaches in a number of schools, to give specialist instruction, e.g. in music

PE and sports premium Funding for years 1 to 6 to provide additional PE and sport beyond that already provided in the curriculum

PFI Private Finance Initiative – enables local authorities to enter into contracts with the private sector for the provision of new and/or improved capital assets (infrastructure for example) and related services

PGCE Post-Graduate Certificate of Education

PGR Parent Governor Representative – elected to serve on a local authority committee discharging the education functions of the LA

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

Progress 8 A headline measure of school performance at GCSE introduced from 2016. It aims to capture the progress a pupil makes from the end of KS2 to the end of KS4

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

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

PTA Parent Teacher Association – or PSA (Parent Staff Association)

PTA UK National membership organisation for parent teacher associations – formerly NCPTA

PTR Pupil/Teacher Ratio – this is calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers

Public Sector Equality Duty decisions affect people who are protected under the Equality Act 2010

Pupil premium Funding allocated to schools to support pupils eligible for FSM, in care, or who have parents in the armed forces

Pupil profile Broad evaluation of a pupil's personality, interests and capabilities – this forms part of the pupil's Record of Achievement

QTS Qualified Teacher Status

Quorate A meeting is quorate if a sufficient number of members are present. Decisions can only be ratified if a meeting is quorate

Quorum The minimum number of members present at a meeting before decisions can be made

RAISEonline Reporting and Analysis for Improvement through School Self-Evaluation is the web-based system to disseminate school performance data to schools (service closes on 31 July 2017 – **see Analyse School Performance (ASP) service for replacement to RAISEonline**)

Regional Schools Commissioners (RSCs) Civil servants that act on behalf of the Secretary of State. Their responsibilities include intervening in underperforming academies and free schools, making decisions on conversion to academy status, and encouraging and deciding on applications for academy sponsors. There are eight RSCs serving different regions, reporting to the Schools Commissioner.

Resolution A formal decision which has been proposed, seconded and agreed – not necessarily by a vote – at a meeting

Revenue funding Revenue funding can be spent to provide services and buy items that will be used within a year. Examples include salaries, heating, lighting, services and small items of equipment

ROA Record of Achievement

SACRE Standing Advisory Council on Religious Education – local statutory board which advises on religious education and collective worship

SATs Standard Assessment Tasks – used for national curriculum assessment

Scheme of delegation A document defining the lines of responsibility and accountability in a MAT, sometimes referred to as a Roles and Responsibilities document

School business manager A professional employed by a school with responsibility for financial management and often other areas such as human resources and health and safety management. Usually part of the senior leadership team

School census A statutory return which takes place during the autumn, spring, and summer terms. Maintained schools and academies should take part in the census

School development plan The operational document describing how the school will work towards the strategic priorities set by the governing board

Schools Forum A Schools Forum has been established in each LA area to advise on the allocation of the funding for schools – the majority of places on this board should be filled by governors and headteachers, preferably in equal numbers

Secondment The release of staff on a temporary basis for work elsewhere

Section 5 Inspection – Full Inspection.

Section 8 Inspection - Formerly known as a "short inspection" - Ofsted inspection carried out at 'good' schools (or special schools, nurseries, and PRUs judged 'outstanding')

Section 48 Inspection – Applicable to schools with a designated religious character

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

SENDIST Special Educational Needs and Disability Tribunal

Senior Executive Leader (SEL) – academy trusts must appoint a senior executive leader (who may be known as the principal in a single academy trust, or CEO in a MAT, or equivalent) as the accounting officer (AO) for the trust

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

Service premium Funding allocated to schools to support pupils whose parents are serving in HM armed forces, or have at any time since 2011, or who are in recipient of a child's pension from the ministry of defence

Secretary of State for Education The senior government minister with responsibility for education. Leads the Department for Education

Setting A system of organising pupils into ability groups for particular subjects

SFVS Schools Financial Value Standard – a means for the governing board to assess its financial processes, capabilities and skills

SIAMS - The Church of England inspects its schools using the Statutory Inspection of Anglican and Methodist schools framework

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

Special school Pupils with a statement of special educational needs and disabilities (SEND) or an education, health and care plan, whose needs cannot be fully met from within mainstream provision

Special Unit (or Resourced Provision) A unit attached to a mainstream school to cater for children with specific special needs

Sponsor An organisation or person who has received approval from the DfE to support an underperforming academy or group of academies. Examples of sponsors include academies, businesses and charities.

SSAT Specialist Schools and Academies Trust

Staff governor/trustee Elected by those who are paid to work at the school

Statementing Officially assessing a child as having special educational needs. In 2014 this procedure was replaced by education, health and care plans

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. Many academies will also follow the STPCD

Strategic plan The school's strategic document which sets out a small number of key priorities for the school over the next 3-5 years. The governing board should take the lead on developing the strategic plan

STRB School Teachers' Review Body – makes recommendations to the Secretary of State on teachers' pay

Streaming Placing pupils in classes according to their ability across a range of subjects

TA Teaching Assistant

Teaching schools Schools that work with others to provide CPD for school staff

Teaching school alliances Led by teaching schools and include schools that are benefiting from support as well as strategic partners

Terms of reference The scope and limitations of a committee's activity or area of knowledge

TLR Teaching and Learning Responsibility – payments made to teachers for an additional responsibility

Trust Deed The deed by which a voluntary aided or a voluntary controlled school has been established

Trustee board The governing board of a single academy trust or MAT

UNISON Union of Public Employees. Many school support staff will be members of its union

Virtual school headteacher Looked after children are on a virtual school roll, and each local authority will employ an experienced teacher to oversee the educational progress of all children under the care of that particular LA. The virtual school headteacher will have the specialist knowledge to provide extra support to designated teachers. They will also work with professionals in the Children's Services department of the LA and with all schools in the area, to promote the education of children in care

VA Voluntary Aided - A school set up and owned by a voluntary board, usually a church board, largely financed by the LA. The governing board employs the staff and controls pupil admissions and religious education. The school's buildings and land (apart from playing fields) will normally be owned by a charitable foundation. VA schools set their own admissions criteria in line with the admissions code.

Value Added (VA) The progress schools help pupils make relative to their individual starting points – rather than looking at raw results VA also takes into account the prior attainment, thus enabling a judgment to be made about the effect of the school on pupils' current attainment

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

Vertical grouping Classes formed (in primary schools) with children of different age groups

Virement The agreed transfer of money from the budget heading to which it has been allocated to another budget heading

Vision The school's vision should, in a few sentences, describe what the school will look like in three to five years' time

VOICE A teaching union

Vocational A subject that would not be considered academic in the traditional sense. Students in key stage 4 and key stage 5 may undertake a vocational apprenticeship or qualification as a viable alternative to GCSEs or A levels

Work experience A planned programme as part of careers education, which enables pupils to sample experience of a working environment of their choice in school time

3.4 THE SEVEN PRINCIPLES OF PUBLIC LIFE (NOLAN PRINCIPLES)

Selflessness

Holders of public office should take decisions solely in terms of public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.

Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.

Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards or benefits, holders of public office should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and **must** submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty

Holders of public office have a duty to declare any private interests relating to their public duties, and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership

Holders of public office should promote and support these principles by leadership and example.

3.5 A MEETINGS CHARTER

A Governing Body meeting, as a meeting, is much like any other meeting, and the same general principles probably apply to them all.

1. What are the important principles for any meeting?

- An orderly approach.
- Thorough discussion (which need not be long) before reaching a consensus view or a majority decision.
- The determination of the Governors to work together towards the right decisions, learning from one another's experience and judgements, and not pushing preconceived or sectional opinions.
- The readiness of the Governors to take collective responsibility as a Governing Body for the views and decisions, rather than for individuals to dissociate themselves afterwards.

2. What are the features of 'good meetings'?

- Forethought.
- Helpful use of papers and facts from earlier meetings.
- Familiarity with the agenda papers, putting personal notes on them;
- Working with the convention that one need not repeat what has already been said, because silence can be assumed to mean broad agreement; i.e. if a Governor disagrees or wants to add a point, he or she should say so.
- Comfortable seating arrangements which: allow everyone easily to see everyone else, making listening straightforward, and not muffled, e.g. tables arranged in a horseshoe shape with the Chair, Headteacher and Clerk at a table across the gap.

The other crucial factor is the Governors' knowing and trusting each other (relationships).

3. What about 'good' conduct of the meeting itself?

- Punctuality.
- Discussion kept relevant and guided by the Chair.
- Concentration on the issues to be decided.
- A clear 'motion' of key issue, and a clearly stated decision.
- Clear lines of action after a decision.

4. What are the features of 'bad' meetings?

Each of these points is a limitation on effective working, and some are serious: each of the points can be remedied, in time, with a little effort.

- No formal opening by the Chair.
- Incomplete papers (the agendas should give warning if governors should bring other papers to the meeting).
- Cold, poorly lit rooms.
- Unpunctual members, or members leaving early.
- Items taken out of order.
- Private arguments.
- Challenging the words in the minutes, despite their accuracy.
- Misuse of 'Any Other Business'.

5. Is that all that can go wrong?

Unfortunately, no:

- Decisions made which are outside the authority of the Governing Body.
- Improper voting.
- Unsigned minutes.
- No date, time and place agreed for next meeting.
- No formal closing.
- Headteacher given no time to comment on or to highlight items in the report.
- Members addressing each other directly, rather than through the Chair.
- Failure of the Chair to allow members an equal opportunity to contribute.

6. What about time and timing?

It is worth remembering that:

- The time of day is likely to affect people's behaviour for better or worse.
- Business flows better if the governors have some idea of how long to spend on each of the separate items on the agenda.
- Meetings are likely to become less productive after two hours and may be adjourned

SECTION 4:

**SAMPLE LETTERS
AND DOCUMENTS**

4.1 NOTIFICATION FORM FOR GOVERNOR INFORMATION

Please complete and email to governorsupport@lincolnshire.gov.uk

Name of School:	
Is this Form for: New Appointment Re-Appointment Update of Governor Information <i>Please Check the Correct Box</i>	New Governor <input type="checkbox"/> Re-Appointment of Governor <input type="checkbox"/> Update of Information <input type="checkbox"/>
Date of Appointment/Election:	Click here to enter a date.
Title of New Governor: <i>Please Select from the Drop-Down Box</i>	Choose an item.
First Name & Surname of Governor:	
Preferred Telephone Number:	
Email Address:	
Type of Governorship: <i>Please Select from the Drop-Down Box</i>	Choose an item.
For Maintained Schools ONLY Parent Governor's Address including Postcode:	
Who has this Governor Replaced? Date Term of Office Ended:	Click here to enter a date.

This form was completed by

Date: Click here to enter a date.

Privacy Statement

Lincolnshire County Council will use the information collected through this form to process your appointment as a Governor. As well as the information provided by you, we may also collect relevant information from schools and professional organisations such as the National Governors Association, Inspiring Governance and Teaching Schools. Your information is only shared with third parties where necessary and where the law allows it. Your information is kept only for as long as necessary. To find out more information on how your data is processed and your rights, please see the Education and Skills privacy notice which can be accessed via our [website](#) or made available on request.

4.2 CLERK TO GOVERNORS – NEW APPOINTMENT

Please email completed form to governorsupport@lincolnshire.gov.uk

First Name & Surname:	
Title: (check as appropriate)	Mrs <input type="checkbox"/> Miss <input type="checkbox"/> Ms <input type="checkbox"/> Mr <input type="checkbox"/> Other <input type="checkbox"/>
School/Academy:	
Home Phone:	
Day time Phone:	
Email Address:	
Do you work at the school? (check as appropriate)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Date of appointment as Clerk to Governors:	Click here to enter a date.
Previous Post Holder: Date Previous Post Holder Left:	Click here to enter a date.

Privacy Statement Lincolnshire County Council will use the information collected through this form to process your appointment as a Clerk to Governors. As well as the information provided by you, we may also collect relevant information from schools and professional organisations such as the National Governors Association, Inspiring Governance and Teaching Schools. Your information is only shared with third parties where necessary and where the law allows it. Your information is kept only for as long as necessary. To find out more information on how your data is processed and your rights, please see the Education and Skills privacy notice which can be accessed via our [website](#) or made available on request.

4.3 **(Insert School Name) Full Governing Body Details 20../20.. :**

Please complete and send to governorsupport@lincolnshire.gov.uk

Title & Name	Tel / Mobile	Email	Governor Position	Chair/Vice Chair	Appointment / Reappointment Date	Retirement Date
			Headteacher		Click here to enter a date.	
			Clerk		Click here to enter a date.	
			Please select	Please select	Click here to enter a date.	Click here to enter a date.
			Please select	Please select	Click here to enter a date.	Click here to enter a date.
			Please select	Please select	Click here to enter a date.	Click here to enter a date.
			Please select	Please select	Click here to enter a date.	Click here to enter a date.
			Please select	Please select	Click here to enter a date.	Click here to enter a date.
			Please select	Please select	Click here to enter a date.	Click here to enter a date.

Privacy Statement

Lincolnshire County Council will use the information collected through this form to assess your application to be a governor and to provide advice, support and guidance to you as a governor. As well as the information provided by you, we may also collect relevant information from schools and professional organisations such as the National Governors Association, Inspiring Governance and Teaching Schools. Your information is only shared with third parties where necessary and where the law allows it. Your information is kept only for as long as necessary. To find out more information on how your data is processed and your rights, please see the Education and Skills privacy notice which can be accessed via our [website](#) or made available on request.

ACADEMIC YEAR 20../20..

Please complete the following details as soon as possible after the election and email to governorsupport@lincolnshire.gov.uk

NAME OF SCHOOL	
CHAIR OF GOVERNORS	
Full Name:	
Tel:	
Email address:	
Date elected as Chair:	Click here to enter a date.
Length of Term of Office:	1 year <input type="checkbox"/> 2 years <input type="checkbox"/> (<i>check as appropriate</i>)
VICE CHAIR	
Full Name:	
Tel:	
Email:	
Date elected as Vice Chair:	Click here to enter a date.
Length of Term of Office:	1 year <input type="checkbox"/> 2 years <input type="checkbox"/> (<i>check as appropriate</i>)
CLERK TO GOVERNORS	
Full Name:	
Tel:	
Email address:	

Privacy Statement

Lincolnshire County Council will use the information collected through this form to assess your application to be a governor and to provide advice, support and guidance to you as a governor. As well as the information provided by you, we may also collect relevant information from schools and professional organisations such as the National Governors Association, Inspiring Governance and Teaching Schools. Your information is only shared with third parties where necessary and where the law allows it. Your information is kept only for as long as necessary. To find out more information on how your data is processed and your rights, please see the Education and Skills privacy notice which can be accessed via our [website](#) or made available on request.

v0.2 - 4/20

4.5 Governor Resignation Notification Form

RESIGNATION OF A GOVERNOR

Please complete and email to governorsupport@lincolnshire.gov.uk

Name of School:	
Full Name of Governor:	
Email Address:	
Type of Governorship: Please Check the Correct Box	Local Authority Governor <input type="checkbox"/> Co-Opted Governor <input type="checkbox"/> Foundation Governor <input type="checkbox"/> Parent Governor <input type="checkbox"/> Staff Governor <input type="checkbox"/>
Date of Resignation:	Click here to enter a date.
Reason for Resignation: Please Check the Correct Box	Moved Away <input type="checkbox"/> Child Left School <input type="checkbox"/> Recommended to Step Down <input type="checkbox"/> Work Commitments <input type="checkbox"/> Other <input type="checkbox"/> * *Please Give Brief Description: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>

This form was completed by

Date: [Click here to enter a](#)

date.

Privacy Statement

Lincolnshire County Council will use the information collected through this form to process your appointment as a Governor. As well as the information provided by you, we may also collect relevant information from schools and professional organisations such as the National Governors Association, Inspiring Governance and Teaching Schools. Your information is only shared with third parties where necessary and where the law allows it. Your information is kept only for as long as necessary. To find out more information on how your data is processed and your rights, please see the Education and Skills privacy notice which can be accessed via our [website](#) or made available on request.

4.6 Sample Letter - Invitation to serve as Co-opted Governor

Dear

.....**SCHOOL – GOVERNING BODY**

At a meeting held on the Governors agreed to invite you to serve as a co-opted governor on the Governing Body, the next meeting of which is to be held on at

Please advise me in writing that you are willing to accept the appointment, which will be for a period starting from the date of the Governors' meeting at which your appointment was approved. You will then be sent relevant documents and in due course the agenda and other papers for the next meeting of the Governing Body which will be held on at the School. If at any time you are unable to attend a meeting, please contact me with your apologies on the above telephone number.

If I can be of any further assistance, or there is anything you would like to know, please do not hesitate to contact me.

Yours sincerely

Clerk to the Governors

4.7 Sample Letter – New Parent Governor

Dear

.....**SCHOOL – GOVERNING BODY**

I have been informed that you were successful in the recent Parent Governor election and on behalf of the Governing Body I am very pleased to welcome you.

Please find enclosed copies of the minutes of the most recent full Governors' meetings and supporting papers for your information. May I remind you that confidentiality is a priority for all school Governors. I also enclose other documents of relevance which you may find helpful.

Finally, please find enclosed a copy of the Governors' Code of Conduct and 'Declaration of Eligibility' forms, which I would be grateful if you would read, sign and return to me either at my home address or via the school office at your earliest convenience.

I hope you will find your duties as a Parent Governor both interesting and rewarding and look forward to seeing you at the next meeting, which will be held on at in the School. If at any time you are unable to attend a meeting, please contact me with your apologies on the above telephone number.

If I can be of any further assistance, or there is anything you would like to know, please do not hesitate to contact me.

Yours sincerely

Clerk to Governors
encls

4.8 Sample Letter – Invitation to nominate Partnership Governors

Governing bodies can invite parents, staff, community organisations and other local bodies to put forward nominations to fill a vacancy for a Partnership Governor.

Dear

.....**SCHOOL – GOVERNING BODY**

A vacancy for a Partnership Governor has arisen and the Governing Body would like to invite you to put forward a nomination to fill this position. If more than one nomination is received, the Governing Body will decide which candidate to accept.

Parents of registered pupils at the school, staff eligible to be Staff Governors, elected members of the local authority and those employed by the local authority in connection with education functions are not eligible to be Partnership Governors. Governors normally serve a four-year term of office and can resign at any point during that period.

The main duties of a governor are set out overleaf.

If you would like to nominate someone to fill this vacancy, after obtaining his or her agreement, please supply the following details and send to me at the following address

.....

- Your name/email contact/telephone number
- Name/telephone number/email address of the nominee and an indication of his or her employment/interests etc.

If you would like any further information, please do not hesitate to contact me.

Yours sincerely

Clerk to Governors

4.9 Sample Letter - Disqualification due to non-attendance

Dear

.....**SCHOOL – GOVERNING BODY**

As you have not attended any meetings of the full Governing Body for a continuous period of six months, and the Governing Body has been asked for its non-consent to approve your absence, you have disqualified yourself from continuing to hold office as a Governor of this school with immediate effect. I set out below the appropriate paragraph of the School Government Regulations:

“Failure to attend meetings

This paragraph applies to any Governor who is not a Governor by virtue of his office.

A Governor who, without the consent of the Governing Body, has failed to attend the meetings thereof for a continuous period of six months beginning with the date of the first such meeting he failed to attend, is, on the expiry of that period, disqualified from continuing to hold office as a Governor of that school.

A foundation Governor (other than an ex officio foundation governor), LA Governor, co-opted Governor or partnership Governor who has been disqualified as a Governor of a school under sub-paragraph (2) is not qualified for election, nomination or appointment as a Governor of any category at that school during the twelve months immediately following his disqualification.”

Yours sincerely

Clerk to the Governors

**4.10 DECLARATION OF PERSONAL INTEREST
GOVERNORS / STAFF OF SCHOOL**

Name:	Position:
--------------	------------------

**Complete Section 1 and Section 2 as required.
Section 3 must be completed in all cases.**

1. Myself and or someone with whom I have a close or blood relationship has a significant interest in organisation(s) that may supply goods or services to the school. **(YES/NO)*** If Yes complete section 2. **(*Delete as appropriate)**
2. I declare the following interest(s).

Interested Party (e.g. Self, Partner, Close Relative)	Nature of Interest
	(Continue overleaf if necessary)

3. To be completed in all cases

I undertake to keep this declaration up to date while I hold any position that requires it, and as a minimum to renew it each year.

I undertake to abstain from any decision making which may result in substantial, direct or indirect, reward to me, or a close or blood relative from a transaction made with the school, whether or not that interest is declared here.

I understand that this document will form part of the register of interest for the school and is open to inspection by all relevant parties.

Signed: _____ Date: _____

4.11

DECLARATION OF ELIGIBILITY TO SERVE AS A SCHOOL GOVERNOR

Name:

(Please print)

School Governing Body:

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 governorship of the same school;
- **I am not** the subject of a bankruptcy restrictions order or an interim order, debt relief restrictions order, an interim debt relief restrictions order or their estate has 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 Part B of the Companies (Northern Ireland) Order 1989, 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 charity trustee or trustee for a charity by the Charity Commission or Commissioners or High Court on grounds of any misconduct or mismanagement, or under section 34 of the Charities and Trustee Investment (Scotland) Act 2005 from being concerned in the management or control of anybody;
- **I am not** included in the list of teachers or workers 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** disqualified from working with children or from registering for child-minding or providing day care;
- **I am not** subject to a direction of the Secretary of State under section 128 of the Education Skills Act 2008.
- **I am not** disqualified from being an independent school proprietor, teacher or employee by the Secretary of State;
- **I have not** been sentenced to three months or more in prison (without the option of a fine) in the five years before becoming a Governor or since becoming a Governor;
- **I have not** received a prison sentence of two years or more in the 20 years before becoming a Governor;
- **I have not** at any time received a prison sentence of five years or more;
- **I have not** been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a Governor;
- **I have not refused** a request by the clerk to make an application to the Disclosure and Barring Service for a criminal records certificate.

Signature:

Date:

After signature, please return this form to the Clerk to the Governors for retention.

4.12 Code of Conduct for School Governing Boards 2020 NGA Version – to be amended as per individual school/academy

As governors / trustees, we will focus on our strategic functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
4. ensuring the voices of stakeholders are heard

As individuals on the board we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day to day management.
2. We will develop, share and live the ethos and values of our school/s.
3. We agree to adhere to school/trust policies and procedures as set out by the relevant governing documents and law.
4. We will work collectively for the benefit of the school/s.
5. We will be candid but constructive and respectful when holding senior leaders to account.
6. We will consider how our decisions may affect the school/s and local community.
7. We will stand by the decisions that we make as a collective.
8. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
9. We will only speak or act on behalf of the board if we have the authority to do so.
10. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
11. When making or responding to complaints we will follow the established procedures.
12. We will strive to uphold the school's / trust's reputation in our private communications (including on social media).

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (i.e. as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community/ communities.
2. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
3. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business and these will be recorded in the Register of Business Interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school/trust's website.
5. We will act in the best interests of the school/trust as a whole and not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database of governors (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

Adopted by (Name of school governing board / board of trustees) on (date)

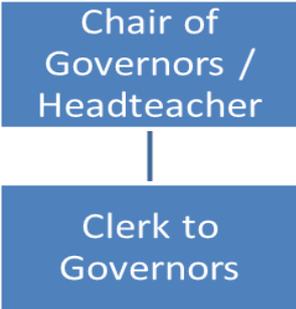
Signed (Chair of board)

The governing board / board of trustees agree that this code of conduct will be reviewed annually, upon significant changes to the law and policy or as needed and it will be endorsed by the full governing board.

SECTION 5: APPENDICES

APPENDIX 1

5.1 CLERK'S JOB DESCRIPTION & PERSON SPECIFICATION

	
JOB DESCRIPTION & PERSON SPECIFICATION	
Director Area: Children's Services	Job Ref Number: 02597
Service Area: Schools	Grade: G4
Job Title: Clerk to Governors	
<p>PURPOSE OF JOB: Provide advice to the governing body on governance, constitutional and procedural matters to help them meet their statutory duties and attain / retain outstanding outcomes for the school's children and young people. The new regulations require governing bodies to have regard to advice from the clerk with regard to them exercising a wide range of responsibilities and administrative duties to ensure governing bodies are able to function efficiently and effectively at all times and to assist governors achieve their strategic priorities. This will be achieved by providing the following functions:</p> <ul style="list-style-type: none"> • Effective administrative support to the governing body and its committees • Ensuring the governing body is properly constituted • Managing information effectively in accordance with legal requirements 	
<p>TEAM STRUCTURE:</p> <div style="text-align: center;">  <pre> graph TD A[Chair of Governors / Headteacher] --- B[Clerk to Governors] </pre> </div>	
<p>MAIN DUTIES:</p>	
	<p>Advisory Capacity:</p>
1	Provide advice to the governing body and act as the first point of contact for governors with queries on procedural matters;
2	Advise the governing body on governance legislation and procedural matters where necessary before, during and after meetings
3	Have access to appropriate legal advice, support and guidance, and where necessary seek advice and guidance from third parties on behalf of the governing body
4	Inform the governing body of any changes to its responsibilities as a result of a change in school status or changes in the relevant legislation

5	Offer advice on best practice in governance, including on committee structures and self-evaluation
6	Ensure that statutory policies are approved in line with the school policy file, and are revised when advised by the Headteacher
7	Advise on the annual calendar of governing body meetings and tasks
8	Send new governors induction materials and ensure they have access to appropriate documents, including any agreed Code of Practice
9	Contribute to the induction of governors taking on new roles, in particular chair or chair of a committee
	Administrative Capacity:
10	With the chair and headteacher prepare a focused agenda for the governing body meeting and committee meeting
11	Liaise with those preparing papers to make sure they are available on time, and distribute the agenda and papers as required by legislation or other regulations
12	Ensure meetings are quorate
13	Record the attendance of governors at meetings (and any apologies – whether they have been accepted or not), and take appropriate action in relation to absences, including advising absent governors of the date of the next meeting
14	Draft minutes of governing body meetings, indicating who is responsible for any agreed action with timescales, and send drafts to the chair and (if agreed by the governing body), the headteacher
15	Circulate the reviewed draft to all governors (members of the committee), the headteacher (if not a governor) and other relevant body, such as the local authority / diocese / foundation / trust as agreed by the governing body and within the timescale agreed with the governing body
16	Follow-up any agreed action points with those responsible and inform the chair of progress
	Membership Capacity:
17	Advise governors and appointing bodies in advance of the expiry of a governor's term of office, so elections or appointments can be organised in a timely manner
18	Chair that part of the meeting at which the chair is elected, giving procedural advice concerning conduct of this and other elections
19	Maintain a register of governor pecuniary interests and ensure the record of governors' business interests is reviewed regularly and lodged within the school
20	Liaise with the school to ensure Disclosure and Barring (DBS) has been carried out on any governor when it is appropriate to do so
21	Maintain governor meeting attendance records and advise the chair of potential disqualification through lack of attendance
22	Advise the governing body on succession planning (of all roles, not just the chair)
	Managing Information:
23	Maintain up to date records of the names, addresses and category of governing body members and their term of office, and inform the governing body and any relevant authorities of any changes to its membership
24	Ensure up-to-date records of governors and the governing body are forwarded to Governor Services (LCC) and that any changes are reported at the earliest opportunity
25	Maintain copies of current terms of reference and membership of any committees and working parties and any nominated governors e.g. Child-protection, SEND
26	Maintain a record of signed minutes of meetings in school, and ensure copies are sent to

	relevant bodies on request and are published as agreed at meetings
27	Maintain records of governing body correspondence
28	Liaise with the school to ensure copies of statutory policies and other school documents approved by the governing body are kept in the school and published as agreed, for example, on the website
	Personal Development:
29	Undertake appropriate and regular training and development to maintain his/her knowledge and improve practice within the school environment
30	Keep up-to-date with current educational developments and legislation affecting school governance
31	Participate in regular performance management
	Additional Services (as required by Governing Board):
32	Clerk any statutory appeal committees/panels the governing body is required to convene (this includes all complaints and permanent exclusion panels in line with LCC policy): if the clerk is not contracted to set up and clerk these panels, the governing body will have to make an alternative arrangement
33	Assist the Chair of Governors in conducting skills audits and advise on training requirements and the criteria for appointing new governors relevant to vacancies
	Communications:
34	Develop and maintain appropriate arrangements and mechanisms for effective two-way communication between Head Teachers, Chair, Clerk to Governor, and the school Governing Body
35	Promote communication between governing bodies as a means of disseminating and sharing good practice
	Safeguarding:
36	To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate
	Systems and Information:
37	Maintain the records of the governing body and store these on a secure system in line with the school's and / or LCC Information Governance policies
38	Maintain a file of relevant and up-to-date Department for Education (DfE), Local Authority and Church Authorities (if appropriate) guidance documents
39	Maintain archive materials

PERSON SPECIFICATION

Requirements	Where identified*	Essential	Desirable
Knowledge:			
The role and responsibilities of school governing bodies and governors	A / I		x
Current legislation and regulatory frameworks in respect of schools and local authority children's services	A / I		x
Experience:			
Ability to interpret relevant regulations and legislation	A / I / T	x	

Servicing Committees	A / I		x
Occupational Skills:			
Attention to detail and organisational skills	A	x	
Neatness and accuracy	A / I	x	
Communication skills	A / I / T	x	
Dependability and reliability	A / I	x	
Computer literate	A / I / T	x	
Self motivating	A / I	x	
Able to work on own initiative	A / I / T	x	
Understanding of role of governing bodies	A / I	x	
Legislation & good practice in respect of school governance	A / I / T		x
Qualifications:			
Must be willing to complete the National Clerks training programme	I	x	
Any relevant training appropriate to the role of the Clerk to Governor	A / I		x
Other Requirements:			
Willingness to work flexibly in terms of hours (which may include weekend and evening work) and locations (which may include home if suitable), in keeping with the dynamic nature of the work and the development of more efficient ways of working	I	x	

*A = Application form T = Test/Assessment I = Interview P = Presentation

GENERAL

The postholder is required to take personal responsibility for contributing to organisational transformation and changes in ways of working, maximising the benefits and efficiencies for both internal and external customers, including the promotion and use of self-service to achieve maximum cost effectiveness.

The postholder is expected to work to the [Lincolnshire County Council Core Values and Behaviours](#) and to carry out the duties in accordance with Lincolnshire County Council policies.

Other Duties - The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder.

Safeguarding -. All employees need to be aware of the possible abuse of children and vulnerable adults and if you are concerned you need to follow the Lincolnshire County Council Safeguarding Policy. In addition employees working with children and vulnerable adults have a responsibility to safeguard and promote the welfare of children and vulnerable adults during the course of their work.

APPENDIX 2

5.2 Sample Agenda

Target Posting Date:	
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School:

Date and Time:

Location:

Item		Lead Person	Governors' Notes / Questions
1	Election of Chair	Clerk	
2	Election of Vice Chair	Chair	
	<p>NB1 - Anyone employed to work at the schools cannot be elected as chair or vice chair NB2 - Anyone taking up employment after being elected as chair or vice chair must relinquish this role</p>		
3	<p>Welcome, Apologies, Declaration of Interests and Chair's Comments</p> <ul style="list-style-type: none"> to ensure governors' register of interests has been updated on the website / GIAS and includes any changes/amendments <i>(autumn term check)</i> to declare a pecuniary or personal interest (if any) on a particular agenda item to ensure all governors had received and signed the governors' code of practice / conduct <i>(autumn term – review throughout year)</i> 	Chair	
4	<p>Membership <i>Autumn Term (reviews of committees/appointments in spring/summer term to be completed):</i></p> <ul style="list-style-type: none"> Committee Structure – to review terms of reference and delegated powers <i>(enclosed/attached)</i> Appointment of Governors with Special Responsibilities – to review <i>(enclosed/attached)</i> To consider the voting procedures at both full governing body and committee meetings 	Clerk	
5	<p>Previous Minutes – accuracy and to review the list of actions</p> <ul style="list-style-type: none"> full governors' meeting held on <i>(enclosed/attached)</i> special meeting held on <i>(enclosed/attached)</i> committee meeting held on <i>(enclosed/attached)</i> 	Chair	

6	Headteacher's Report or Academy Leadership Report (enclosed/attached/school to circulate) <ul style="list-style-type: none"> • a report on key performance indicators / review of data <i>(delete as necessary)</i> • progress report on school development plan/or approval of SDP • governors' development plan (to review / approve) <i>(delete as necessary)</i> • Ofsted action plan (to review / approve) <i>(delete as necessary)</i> • update on pupil premium • update on sports premium 	Head	
7	Financial Position and Other Resources Matters <ul style="list-style-type: none"> • school fund account <i>(if applicable)</i> • budget outturn/carry forward figure for <i>(not academies)</i> • SFVS – to review and complete by 31 January 2020/31st July 2020 <i>(annually in July after 2020) (not academies)</i> • benchmarking (requirement under SFVS) • school budget – to approve <i>(if applicable – spring)</i> 	Head	
8	Governors' Monitoring <ul style="list-style-type: none"> • link governor report and updated governor training record (enclosed/attached) • SEN governor report • reports from visiting governors 	Governors	
9	Reports from Local Authority for Consideration <i>(available via Perspective Lite – see headteacher when preparing draft agenda if unable to access through a Clerk login)</i>	Clerk	
10	Church School Distinctiveness (For schools subject to SIAMS Inspection)	Governor/HT	
11	Policies (to review any polices as per policy schedule)	Head	
12	Election of Chair/Vice Chair – to seek self-nominations <i>(if applicable to be considered term before election)</i>	Clerk	
13	Dates of Future Meetings <ul style="list-style-type: none"> • full governors – to consider the following suggested dates:- <ul style="list-style-type: none"> • spring - • summer - • autumn - • school development committee • resources committee • personnel / pay committee 	Chair	

	<i>NB: committee names only a suggestion – school will have own committee names – pay committee must be held as per LCC Pay Policy requirements</i>		
14	Any Other Business (with prior approval of the chair)		

Part B – Confidential Matters (*also known as 'Pink Minutes'...to be considered and recorded separately to main body of minutes*)

15	Membership of the Governing Board – to receive membership list for information (enclosed/attached) <i>(if appropriate)</i>	Clerk	
16	Headteacher’s Report or Academy Leadership Report (Part B) <ul style="list-style-type: none"> • key HR staffing issues • complaints, exclusions and racist incidents * • other confidential business <p><i>NB: only 'numbers of...' should be received on complaints, exclusions and racist incidents with no detail provided due to possibility of governors being required to sit on panels.</i></p> <p><i>* This information could be included on Part A rather than Part B.</i></p>	Head	
17	Succession Planning	Clerk	
18	Previous Minutes – accuracy and any matters arising <ul style="list-style-type: none"> • full governors’ meeting held on (enclosed/attached) • finance committee meeting held on (enclosed/attached) • committee meeting held on (enclosed/attached) 	Chair	
19	Any Other Business of a Confidential Nature (with prior approval of the chair)		

APPENDIX 3

5.3 Sample Minutes

SCHOOL NAME AND / OR LOGO

MINUTES OF THE FULL GOVERNING BOARD OR COMMITTEE

*** School**

Date and Time: *

Location: *

Present (names of all Governing Board in attendance):

(Chair)	

In Attendance (names of all visitors / observers in attendance):

(Clerk)

Date and Time of Next Meeting:

Minute Ref	Actions From This Meeting	Action By	Completed

* Delete as appropriate

Minute No.		Action By
1	<p><u>Election of Chair</u></p> <p>*Self-nominations*Nominations were requested for the position of chair. Governors were asked if they wished to accept the nomination(s). A vote was taken by * show of hands * secret ballot</p> <p>It was agreed for * to stand as chair until *.</p> <p>Action:</p>	
2	<p><u>Election of Vice Chair</u></p> <p>*Self-nominations*Nominations were requested for the position of vice-chair. Governors were asked if they wished to accept the nomination(s). A vote was taken by * show of hands * secret ballot</p> <p>It was agreed for * to stand as vice chair until *.</p> <p>Action:</p>	
3	<p><u>Welcome, Apologies, Declaration of Interests and Chair's Comments</u></p> <p>The chair welcomed governors to the meeting.</p> <p>It was reported apologies had been received from *</p> <p>It was reported apologies had not been received from *</p> <p>Governors agreed to consent to the afore-mentioned absences.</p> <p>Action: (if applicable) * be removed for non-attendance on *should *s/he *they not attend a board meeting prior to this date.</p> <p>(if applicable)</p> <p>Action: the clerk write to * in order to ascertain whether or not *s/he *they wished to remain on the board and to remind *her *him *them of the regulations relating to removal for non-attendance.</p> <p>Governors were requested to give consideration to any pecuniary or non pecuniary interests they may have with regard to the agenda items and to ensure they had signed the pecuniary interest form held in school.</p> <p>(Where relevant)</p> <p>For the benefit of the new governors the clerk explained that each year governors needed to sign the pecuniary interest form that was held in the school office for audit purposes. At each full governing board and committee meeting governors needed to declare whether they had a pecuniary or personal interest in any matter to be considered by the governing board where they had an interest that could have financial or personal consequences. Having declared an interest, that governor would</p>	

Minute No.		Action By
	<p>need to leave the meeting for that particular item to be discussed.</p> <p>An example of a pecuniary interest was where a governor was related to, or close friends with, a contractor working in the school and an example of a personal interest was where a governor was related to a member of staff.</p> <p>Action: no declarations were made with regard to items on the agenda.</p> <p>Action: * declared an interest with regard to the agenda item relating to * or *the following governors and interests were declared:</p> <p>Action: *took the opportunity to sign *still needed to sign *had already signed the pecuniary interest form.</p> <p>Governors were informed of correspondence received since the last meeting which included *</p> <p>Action:</p> <p>The chair gave approval for the following documents to be tabled at the meeting:</p> <ul style="list-style-type: none"> • 	
4	<p><u>Membership</u></p> <p>Governors noted there were no membership changes to report on this occasion. *the following membership changes be noted:</p> <ul style="list-style-type: none"> • <p>Governors noted *wished *did not wish to continue for a further term of office as authority governor.</p> <p>Consideration was given to the vacancy/ies for the position of * co-opted governor.</p> <p>Action: be invited to accept the position of *co-opted governor.</p> <p><u>Committee Structure</u></p> <p>Consideration was given to reviewing the committee structure, terms of reference and delegated powers (<i>If applicable</i>)</p> <p>Action: <i>please see revised structure appended to these minutes (Appendix A)</i></p> <p><u>Appointment of Governors with Special Responsibilities</u></p> <p>Consideration was given to reviewing the appointment of governors with special responsibilities.</p> <p>Action: <i>please see revised governor responsibility links appended to these</i></p>	

Minute No.		Action By
	<i>minutes (Appendix B)</i>	
5	<p>Previous Minutes and Matters Arising</p> <p>Governors were requested to consider and approve the following minutes which had been circulated with the agenda:</p> <ul style="list-style-type: none"> • board of governors • committee • committee <p>Action:</p> <p>Governors approved the minutes.</p> <p><u>Matters arising from the minutes</u></p>	
6	<p><u>Principal's/*Headteacher's Report or Academy Leadership Report</u></p> <p>Consideration was given to the written report which had been circulated with the agenda. Particular reference was made to the following:</p> <ul style="list-style-type: none"> • * • * • * <p>Questions were invited from governors.</p> <p>Q:</p> <p>A:</p> <p>Action:</p> <p><u>Key Performance Indicators /* Review of Data</u></p> <p><u>School / Academy Development Plan</u> <i>(current year review)</i></p> <p>Consideration was given to progress being made with regard to the *academy *school *development *improvement plan.</p> <p>The update on the *academy *school *development *improvement plan was received with thanks.</p> <p>OR</p> <p>It was noted an update on progress being made with regard to the school *development *improvement plan had been provided in the headteacher's *verbal *written report to governors.</p>	

Minute No.		Action By
	<p><u>School / Academy Development Plan</u> <i>(if approval required for next academic year)</i></p> <p>Consideration was given to the draft document, which *had been circulated prior to the meeting *was circulated at the meeting with the chair's permission.</p> <p>Action: the * academy * school *development *improvement plan was approved.</p> <p><u>Governors' Development Plan</u> – the update was discussed in detail.</p> <p>Questions asked were:</p> <p>Q: A:</p> <p>The update was received with thanks.</p> <p><u>Ofsted Action Plan</u> -- discussed in detail. Questions asked were:</p> <p>Q: A:</p> <p>Governors approved the plan.</p> <p><u>Update on Pupil Premium</u></p> <p><u>Update on Sports Premium</u></p>	
7	<p><u>Financial Position and Other Resources Matters</u></p> <p><u>(not academies) School Fund Account</u></p> <p>An audited annual statement of account for the year ended *31 March 20.. *31 July 20.. 31 August 20.. *31 October 20.. or *31 December 20.. was discussed.</p> <p>OR</p> <p>The school fund account would be circulated at the next meeting.</p> <p><u>(not academies) Schools Financial Value Standard</u></p> <p>The clerk reminded governors that the SFVS had been designed in conjunction with schools to assist them in managing their finances and to give assurance that they had secure financial management in place. Schools would need to complete this by 31 July each year.</p> <p>Action: the SFVS report be approved for the chair to sign and submit to the local authority's schools finance team.</p>	

Minute No.		Action By
	<p>OR Action: that the *governing board *finance committee would meet to discuss with the headteacher the questions that constituted the standard.</p> <p>AND/OR Action: that the *governing board *finance committee would meet to discuss with the headteacher the questions that constituted the standard.</p>	
	<p>Action: that the *finance committee *governing board would continue to review the financial skills of the governing board, the whistleblower’s policy and annually undertake benchmarking of income and expenditure.</p> <p><u>Benchmarking (if applicable)</u></p> <p><i>(not academies)</i> <u>School Budget 20../20..</u></p> <p>Consideration was given to approving the school budget of £ for the financial year 20../20...</p> <p>The budget was approved.</p> <p>A special meeting would be held on to approve the budget.</p> <p>The school budget had been approved by the committee at the meeting held on</p> <p>Academies..... <u>Budget Forecast 20../20.. and Outturn 20../20..</u></p> <p>The budget forecast and outturn statement was discussed in detail. The budget was approved.</p> <p><u>Annual Value for Money Statement 20../20..</u></p> <p>An annual statement explaining how the academy trust had secured value for money for the previous year was discussed and agreed for submitting to the Education and Skills Funding Agency and for publishing on the academy website.</p>	
8	<p>Governors’ Monitoring</p> <p><u>Link Governor Report/ Updated Governor Training Record</u></p> <p>Governors were updated on training that had taken place since the last meeting *which had included:</p> <p>Feedback on these courses was provided.</p> <p>Action:</p>	

Minute No.		Action By
	<p><u>Special Educational Needs (SEN) Governor</u></p> <p>Action:</p> <p><u>Reports from Visiting Governors</u></p> <p>Governors were asked to consider the written visit reports circulated with the agenda.</p> <p>It was agreed that all governors visiting the school would complete a written report and send it to the headteacher for circulation with the agenda.</p> <p>Action:</p>	
9	<p><u>Reports from Local Authority for Consideration</u></p>	
10	<p><u>Church School Distinctiveness</u></p>	
11	<p><u>Policies</u></p>	
12	<p><u>Election of Chair and Vice Chair</u></p> <p>Nominations and/or self nominations were sought for electing the chair and vice chair at the autumn term meeting.</p> <p>It was agreed be considered for election as chair at the term meeting.</p> <p>It was agreed be considered for election as vice chair at the term meeting.</p>	
13	<p><u>Dates of Future Meetings</u></p> <p><u>Full governors</u> 20.. at pm</p> <p><u>Committees</u></p>	
14	<p><u>Any Other Business (with prior approval of the chair)</u></p>	

PART B – Private and Confidential - Not for Publication or Discussion outside the meeting without the prior specific approval of the Governing Board (except when providing information to relevant officers of the Local Authority)

Subject: Term Board of Governors' Meeting/ Committee

School/Academy:

Date and Time:

Minute No.		Action By	Actioned Before
15	<p><u>Membership of the Governing Board</u></p> <p>The clerk circulated a copy of the membership list and requested that governors review and update, where applicable, all contact details.</p>		
16	<p><u>Principal's/Headteacher's /Academy Leadership Report (Part B)</u></p> <p>The principal/ headteacher updated governors on the current staffing of the school.</p> <p>Questions were invited from governors on Part B of the principal's/headteacher's report.</p> <p>Q: A:</p> <p>Action:</p>		
17	<p><u>Succession Planning</u></p>		
18	<p><u>Previous Minutes and Matters Arising</u></p> <p>Governors were requested to approve the following minutes which had been circulated with the agenda / by the school / at the meeting:</p> <ul style="list-style-type: none"> • board of governors • committee • committee <p>Governors approved the minutes.</p> <p><u>Matters Arising</u></p>		
19	<p><u>Any Other Business of a Confidential Nature (with prior approval of the chair)</u></p>		

APPENDIX 4

5.4 LA Governor Appointment/Re-appointment Process

Appointment / Re-Appointment of Local Authority Governor

STEP 1

Appointment of New LA Governor:

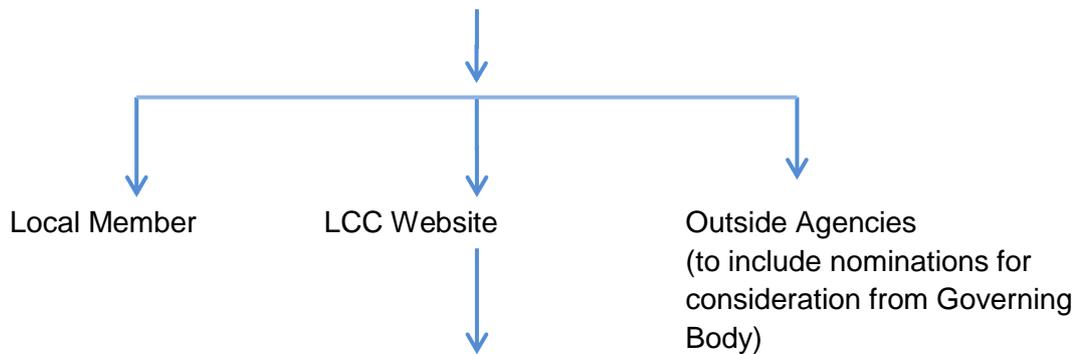
Governing Body Clerk notifies Governor Support of vacancy and submits replacement skills criteria on attached form with appropriate minutes (See Appendix A), and include an up-to-date Skills Audit Matrix from Governing Body.

Re-Appointment of existing LA Governor:

Governing Body Notifies Governor Support of re-appointment and submits skills criteria on attached form with appropriate minutes (See Appendix A).

STEP 2

Governor Support seek suitable nominations; nominations to be sought from:



Nomination form to be completed via website for all LA Governors including re-appointments:

[become-school-governor](#)

STEP 3

Governor Support agrees nominee meets skill set criteria

Governor Support does not agree nominee meets skill set criteria

STEP 4

Governing Body consider nominee for appointment at FGB Meeting

Refer back to step 2

STEP 5

Clerk to Governors advises Governor Support of appointment date via Governor Information Form.

SKILLS CRITERIA FOR LOCAL AUTHORITY GOVERNOR
APPOINTMENT / RE-APPOINTMENT

Please complete and email to governorsupport@lincolnshire.gov.uk

Name of School:	
Skills and Experience Required: (Please list all skills criteria as discussed by the Board and attach the appropriate minutes for review.)	

This form was completed by Date: [Click here to enter a date.](#)

Privacy Statement

Lincolnshire County Council will use the information collected through this form to process your appointment as a Governor. As well as the information provided by you, we may also collect relevant information from schools and professional organisations such as the National Governors Association, Inspiring Governance and Teaching Schools. Your information is only shared with third parties where necessary and where the law allows it. Your information is kept only for as long as necessary. To find out more information on how your data is processed and your rights, please see the Education and Skills privacy notice which can be accessed via our [website](#) or made available on request.

5.5 Register Of Interest Template

REGISTER OF BUSINESS INTERESTS GUIDANCE AND MODEL FORM

It is important that governors and staff not only act impartially, but are also seen to act impartially. The governing body and school staff have a responsibility to avoid any conflict between their business and personal interests and affairs and those of the school. There is a legal duty on all governors to declare an interest likely to lead to questions of bias when considering any item of business at a meeting and for the governor concerned to withdraw, if necessary, whilst the matter is considered.

To help put this duty into practice, a governing body is required to establish and maintain a register of pecuniary interests indicating, for all governors and the headteacher, any business interests. This should include, if appropriate, the company by whom they are employed, directorships, significant shareholdings or other appointments of influence within a business or other organisation which may have dealings with the school. They should include their own interest and those of any member of their immediate family (including partners) or other individuals known to them who may exert influence. The register sheet should be signed by the governor. The register will enable governors to demonstrate that in spending public money they do not benefit personally from decisions that they make. The register **must** contain, as a minimum, the elements shown on the attached sheet.

Governing Bodies should ensure the register is up to date, complete and includes all governors. Dated nil returns are also required. There should be notification of changes from governors, as appropriate, and through an annual review of entries. To ensure evidence of completeness it should be signed off annually by the chairman of governors.

The completed register should be retained by the clerk and made available on request to members of the governing body, the headteacher, staff, parents and the Director Children's Services.

There is often some confusion around what information needs to be declared on the business interests form and whether spouses/partners possible interest is relevant. It may be helpful to clarify the situation to governors with a covering letter when sending out the form and a suggested letter is attached. This letter also offers more guidance to governors on how to fill in the form.

It is specifically the clerk's responsibility to maintain the register of business interests, however it is the responsibility of each individual governor to declare their interest. The register is not a substitute for declaring an interest at meetings.

SUGGESTED ACCOMPANYING LETTER TO GOVERNORS

Dear Governor

Register of School Governor Business Interests

Please find attached the Register of School Governor Business Interests form which I should be grateful if you would complete and return to me at your earliest convenience.

This is a statutory document for the Governing Body and you should give careful consideration to it when completing it. It is important that governors and staff not only act impartially, but are also seen to act impartially. The governing body and school staff have a responsibility to avoid any conflict between their business and personal interests and affairs and those of the school. There is a legal duty on all governors to declare an interest likely to lead to questions of bias when considering any item of business at a meeting, and for the governor concerned to withdraw, if necessary, whilst the matter is considered.

To help put this duty into practice, a governing body is required to establish and maintain a register of pecuniary interests indicating, for all governors and the headteacher, any business interests. This should include, if appropriate, the company by whom they are employed, directorships, significant shareholdings or other appointments of influence within a business or other organisation which may have dealings with the school. They should include their own interest and those of any member of their immediate family (including partners) or other individuals known to them who may exert influence. The register sheet should be signed by the governor. The register will enable governors to demonstrate that in spending public money they do not benefit personally from decisions that they make.

The register is reviewed annually, but governors are reminded that they should declare any changes as and when they occur.

If you require any assistance with this, please do not hesitate to contact me.

Yours sincerely

Clerk to Governing Body

FORM - Register of Business Interests for School Governors

Name of Governor _____

Date of Appointment _____ Date of Resignation/Retirement _____

Name of Organisation	Nature of Interest	Date from which involved	Signature	Date of signature	Date interest ceased	Signature	Date of signature	Notes

Notes: 1. Use the notes column to indicate relationships. 2. One page for each Governor or more if required. 3. Make all entries in ink.

Record of Reviews (Clerk of Governors to distribute amendment and signature annually)

Date											
Initials											

Governors are reminded that completion of this form does not remove the requirement upon them to disclose orally any interest at any specific meeting and to leave the meeting for that agenda item.

FOR THE GUIDANCE OF GOVERNORS, A SUMMARY OF THE RELEVANT PART OF THE REGULATIONS ABOUT WITHDRAWAL FROM MEETINGS AND DISCLOSURE OF INTEREST ARE SET OUT BELOW.

WITHDRAWAL FROM MEETINGS - HAVING AN INTEREST

The general principle is that no-one should be involved in a decision where his or her personal interests may conflict with those of the governing body.

- The regulations apply to all members of the governing body and the headteacher and any others in attendance at the meeting, though if a matter is to be voted upon, then only to the members of the governing body.
 - The clerk to the governing body shall only be required to withdraw when the governing body is discussing the clerk's pay/contract or disciplinary action against the clerk.
 - Governors have to withdraw when their own appointment, reappointment or removal as a member of the governing body or a committee is under consideration.
 - Any governor who is employed to work at the school (other than the headteacher), **must** withdraw from a meeting where the pay or performance appraisal of any particular person employed to work at the school is under discussion.
 - The headteacher **must** withdraw from any meeting where his/her own pay or performance appraisal is under discussion.
 - If a person has any pecuniary interest, direct or indirect in any contract, proposed contract or any other matter under discussion at a meeting s/he shall at the meeting disclose the fact and:
 - (a) withdraw from a meeting during the consideration or discussion of the meeting;
 - (b) not vote on any question with respect to that matter.
- A person has an indirect pecuniary interest if:
 - (a) s/he, or any nominee of hers/his, is a member of a company or other body with which a contract is under consideration or has been made;
 - (b) s/he is a partner in business or in the employment, of a person with whom the contract is made or under consideration.
 - A person has a direct or indirect pecuniary interest in a matter if a relative (including a spouse) living with her/him, has a direct or indirect pecuniary interest.
 - The headteacher (whether a governor or not), a governor who is a teacher or member of the non-teaching staff, or any teacher who is in attendance in an advisory capacity should not have an interest that is greater than the interest of the generality of teachers at the school.
 - A person present at a meeting of a selection panel at which the subject for consideration is that person's appointment (or that of his/her relative or spouse) to a post as a teacher or otherwise at the school, a transfer or promotion or retirement or shall be a candidate for the resulting vacancy, s/he shall be deemed to have an interest.

APPENDIX 6

5.6 DUTIES OF A GOVERNOR (Useful to use within Induction Process)

In her foreword in the Governance Handbook 2020, Baroness Elizabeth Berridge, Parliamentary Under Secretary of State for Schools writes:

"Governance has never been more critical to the education of our nation's young people. As Minister for the School System I see at first hand the impact of governors and governance professionals. The governance duty is, above all, to drive relentless ambition for the young people served by our schools system, whatever the circumstances. The coronavirus outbreak brought out the best in the leaders and teaching staff of schools and academy trusts. The response to the pandemic has been exceptional in ensuring that, as far as possible, all children have continued to have access to education, whether at home or, for the vast majority, now back in the classroom. I have been impressed to see the governance sector adapt so quickly to virtual meetings, while continuing to discharge your core functions. Despite the challenges, you have continued to play a vital role in supporting school leaders to ensure that the needs of all learners, including vulnerable children and young people, have been met. We have seen that schools and academy trusts who formed strong partnerships with other schools and trusts have been most resilient through the pandemic. So, thank you. I recognise it has neither been easy nor straightforward. We have taken the decision not to include every COVID-19 guidance update in the Governance Handbook 2020, given that the department has a dedicated area on gov.uk and because many of those changes are temporary. However, some critical changes are included, for example information on the resumption of Ofsted inspections from January 2021. The Handbook focuses on key governance and educational policy updates to support you for the year ahead. We will also continue to update you on the latest announcements via the Governance Update, which now reaches more than 70,000 of you directly. Alongside the Handbook we are also publishing new governance role descriptors. These are in response to the sector asking for clear information relating to roles in school and trust governance, and how these different layers of governance interact. I encourage you to use these documents when inducting new volunteers and those new to clerking, or as refresher material for more experienced governors, trustees and Members. This academic year, the department's vision of robust and effective governance in every school and trust, and tackling areas of governance weakness, continues to be my priority. There is significant work to be done to get all pupils back on track, which means your role in monitoring how core school budgets, catch-up funding and Pupil Premium are being spent has never been more vital. In academy trusts, keeping Members informed of trust business, including its financial circumstances, is also important so they can be assured the board is governing effectively. The updated Members sections in the Handbook, and the new role descriptors, give clarity to full extent of Members' roles in the accountability of

trustees. I recognise that all this can only happen when we have people with the necessary skills and knowledge on each governing board and where those boards are accessing support and independent advice from a professional and effective clerk. More than ever we also need diverse boards, and the Handbook has been updated to emphasise the expectation that recruitment processes should encourage volunteers from a wide range of backgrounds, cultures and perspectives, that better reflect the communities they serve. Finally, as you prepare for your board and committee meetings for the coming year, I encourage you to continue to work collaboratively and share best practice with other schools and trusts. The leadership and check-and-balance you provide is essential in monitoring and reviewing risks and plans, as well as in supporting your school leaders to implement plans that support staff and pupils, and ensure that all children receive the education they deserve whatever the circumstance. I thank you for your continued dedication to upholding the integrity of our system."

As part of the corporate Governing Body, Governors will have a strong focus on 3 core strategic functions:

- **Ensuring clarity of vision, ethos and strategic direction;**
- **Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and**
- **Overseeing the financial performance of the organisation and making sure its money is well spent.**

Governors are not expected to be involved in the day-to-day management and administration of the school, but rather to set strategic plans for the school and to provide the Headteacher with guidance on general principles.

Whilst it is difficult to define in precise terms what all the duties of a Governor are, the following are among them:

- To work as a member of the Governing Body for the best interests of the school.
- Attend the regular meetings and special meetings of the Governing Body as well as meetings of any Committees to which they have been appointed.
- Become familiar with general educational issues and developments.
- Take an interest in school activities.
- Promote the school within the local community.
- Be able to commit time to the duties and responsibilities of a Governor.
- Be prepared to become involved in:
 - Staff appointments.
 - Pupil discipline.

- The school curriculum.
- The financial management of the school.
- Health and Safety matters.
- Governor Training.

Governors have an increasingly important role and attending termly meetings only is not enough. It is essential that the person appointed **must** have and maintain a keen interest in the work and welfare of the school. Inevitably visits **must** be made to see the Headteacher and what the school is doing; to play an active part in the public and social life of the school. Governors also have the task of being the immediate “lay” support for the professional staff in the school.

SECTION 6:
MANAGING COMPLAINTS

HANDLING COMPLAINTS

The Local Authority does not have any role in managing complaints about schools. If a parent is unhappy about something at their child's school, then they should contact the school to discuss the concerns or to make a complaint to the school.

Every school in England is required by law to have its own complaints procedure. Maintained schools **must** publish complaints procedures on their website, and best practice guidance advises academies to do the same. Parents can also ask the school or academy for a paper copy of their complaints procedure. Most schools should expect complainants to make reasonable attempts to resolve issues at an informal stage before taking the complaint to the formal stages in their procedure.

It is very important for a complainant to obtain a copy of the school's published procedure to ensure that they are following the correct process for their child's school.

Exceptions

There are certain complaints which fall outside of the general complaints procedure because there are established statutory or other prescribed procedures available. For example: staff grievances or disciplinary procedures; school admissions; exclusions; statutory SEN assessments; Child Protection procedures; public examinations; school reorganisation proposals.

Please note that school complaints procedures also do not cover complaints about other parents, but **must** relate to alleged actions/inactions of the school. In addition, unless there are exceptional circumstances, anonymous complaints are also not usually considered under general school complaints procedures.

Advice for those wishing to make a complaint

Please note that the Local Authority does not have powers to intervene in individual complaints about schools – a complainant will need to follow the school complaints procedure and contact the school directly.

If a child has **special educational needs** and the concerns are about the school's management of those needs, parents can seek advice from **Liaise**. Liaise is the Special Educational Needs and Disabilities (SEND) Information, Advice and Support Service (IASS) for Lincolnshire. Liaise can be contacted:

- through the Family Information Service (FIS) Freephone number: **0800 195 1635** (available 8am-6pm)
- by Email: Liaise@lincolnshire.gov.uk

Further Appeal about Matters handled under School Complaints Procedures

If a complainant has completed all the stages in a school's or an academy's formal complaints procedure and is not satisfied with the outcome, they may refer the complaint to either the Department for Education (maintained) or the Education and Skills Funding Agency (academies).

For more information please refer to the following sites:

Maintained: <https://www.gov.uk/government/publications/school-complaints-procedures>

Academies: <https://www.gov.uk/government/publications/complain-about-an-academy/complain-about-an-academy>

Action Points for Governing Bodies

The following statement is taken from the [Governance Handbook](#):

"The boards of all maintained schools have a duty to establish procedures for dealing with complaints about the school and any community facilities or services that it provides unless alternate statutory procedures apply."

"Academy trusts must ensure they have a procedure that deals with complaints from parents of pupils and that it is effectively implemented. This must comply with the Education (Independent School Standards) Regulations 2014. Part 7 of the regulations sets out the standard about how the manner in which complaints are handled is met. The department expects academy trusts to also respond to complaints from individuals who are not parents of pupils."

Following recent amendments to the [School Information \(England\) Regulations 2008](#), from 1 September 2016, all local-authority-maintained schools **must** publish their complaints procedures online.

Academies **must** make available on request a procedure for dealing with complaints. The expectation is that this should be published online. For complaints from parents of pupils, this procedure **must** comply with The Education (Independent School Standards) Regulations 2014. In accordance with the Part 7 of the regulations, the standard about the manner in which complaints are handled is met if the proprietor provides that correspondence, statements and records relating to individual complaints are kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

An individual can complain to the Secretary of State for Education if they believe that a local authority maintained school board is acting 'unreasonably', or is failing to carry out its statutory duties properly. EFA handle complaints about academies on behalf of the Secretary of State.

*If requested to do so, a LA maintained school board **must** provide the department with any specific information relevant to the department's consideration of a complaint.*

Guidance on making a complaint about a school gives detailed information about the role of the Secretary of State and EFA in the complaints process. Guidance to help LA maintained schools and academy trusts draw up a complaints procedure is available.

By law, and in certain circumstances, Ofsted is able to investigate complaints by parents about their child's school to decide whether to use its inspection powers. It has powers to obtain information to facilitate an investigation. Boards may find it useful to familiarise themselves with Ofsted's guidance to parents.

If requested to do so, the board must provide Ofsted with any specific information and any other information that the school considers relevant to the investigation of a complaint.

Should Ofsted consider it appropriate for the purpose of an investigation that they meet with parents, then the board (or in the case of a school which does not have a delegated budget, the LA) must co-operate with Ofsted in arranging the meeting. This includes allowing a meeting to take place on the school premises, fixing a date for the meeting and notifying parents and the LA of the meeting. A representative of the board and the LA may also attend the meeting.

If Ofsted prepares a report of an investigation, that report must be passed to the board (or in the case of a school without a delegated budget, the LA). The body must then send a copy of the Ofsted report to all registered parents."

Maintained Schools

In the event of a complaint against the Headteacher, it is strongly recommended that the Chair of Governors or Clerk contact the LCC Children's Service Manager – School Strategy as a priority before taking any further action.

Reference Points

[Education Act 1996](#) (Sections 496 & 497)

[Education Act 2002](#) (Section 29)

[The Education \(Independent School Standards\) Regulations 2014](#)

[Education Act 2011](#) (Section 45)

**SECTION 7:
PUPIL EXCLUSION**

PROCEDURE FOR A PUPIL DISCIPLINE COMMITTEE IN LINCOLNSHIRE

Exclusion is a disciplinary measure which headteachers can use to deal with serious or persistent misbehaviours that breach the school's behaviour policy.

The Governing Body **must** review certain exclusions and **must** consider any representations about an exclusion made by the parents of the excluded pupil. The Governing Body can delegate some or all of its functions in respect of exclusions to a committee consisting of at least three governors and such a committee may be called the Pupil Discipline Committee. Where the Governing Body establishes a Pupil Discipline Committee it should appoint a Clerk to the committee.

NOTE: The school's behaviour policy **must** be available on the school's website.

Procedures to be adhered to following an exclusion

Fixed Period Exclusions

A fixed-period exclusion is where a pupil is temporarily removed from school:

- If a headteacher excludes a child, the parent **must** be notified without delay, usually by phone followed up by a letter. The letter **must** state the reason for the exclusion and the number of days.
- If a pupil has been excluded for a fixed period, the school should set and mark work for the first five school days. The parent **must** ensure this work is completed and returned to the school for marking.
- If the exclusion is longer than five school days, the school **must** arrange full-time education from the sixth school day.
- A child can only be removed for up to 45 school days in a school year.

Appealing against a fixed-period exclusion:

- For exclusions lasting five days or fewer in a term, the school's governing body cannot reinstate a child. However, it can add comments to the child's school record.
- For exclusions lasting between five and 15 days in one term, parents' have a right to request that the school's governing body meet to discuss the decision. It does not have the power to overturn the decision but parents can attend to give their views.
- For exclusions totalling more than 15 days in one term, the school's governing body **must** meet to discuss the decision. The parents and child **must** be invited to attend.

Permanent Exclusions

A permanent exclusion means a pupil cannot return to the school:

- If a headteacher permanently excludes a child, they **must** write to the parents stating the reason.
- The school **must** formally notify the County Council of the decision to permanently exclude a child.
- If a pupil has been excluded permanently, the school **must** set and mark work for the first five school days. Parents **must** ensure this work is completed and returned to the school for marking.
- From the sixth school day, the county council **must** arrange full-time education provision for the child.
- Parents will be contacted by the County Council's Pupil Referral Team. They will arrange to discuss the exclusions processes and procedures, parental rights within this process and to discuss interim education for the child.
- The school's governing body **must** meet within 15 school days from the date of the permanent exclusion to review the headteacher's decision. The parents and child **must** be invited to attend to give your views on the exclusion.

Appealing against a permanent exclusion:

- If the school's governing body upholds the headteacher's decision to permanently exclude a child, parents can request an independent panel review. They will receive a letter from the governing body explaining how to do this.

It is important that the correct procedures are adhered to. Further Information and guidance is available. [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#) and DfE Guidance "[Exclusion from Maintained Schools, Academies and Pupil Referral Units in England](#)".

For further advice, contact:

- email PRT@lincolnshire.gov.uk
- call 01522 555798 (North Lincolnshire) or 01522 555816 (South Lincolnshire)
- write to Pupil Reintegration Team, Lincolnshire Children's Services, Room 141D, County Offices, Newland, Lincoln, LN1 1YQ

CONTACT POINTS

You may find it useful to complete the names of officers and their telephone numbers in the table below.

Section	Name	Tel No/Email
Governor Helpline		01522 553240 / GovernorSupport@lincolnshire.gov.uk
Governor Support Officers	Jo Trotter – Senior Governor Services Officer Kerry Lewis – Governor Services Officer	01522 553357 01522 553240
Pupil Referral Team		01522 554525
People Services		
Property		
Finance		
IT		
Payroll		