

**HOPTON CHURCH OF ENGLAND
VOLUNTARY CONTROLLED
PRIMARY SCHOOL**



Terms of Reference

And

Decision Planner

These documents were agreed by the Governing Body

Signed

Dated 25th September 2024

Chair of Governors: Gillian McGill

Next Review Date: September 2025

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Background

Introduction

Hopton CEVC Primary is a maintained community school in the County of Suffolk with a maximum size of 105.

Currently, the children are organised in four registration groups:

- Willow – Reception Class comprising Reception (Early Years Foundation Stage)
- Holly Class - Year 1 and Year 2
- Oak Class - Years 3 and 4
- Ash Class – Years 5 and 6

This structure may vary from year to year, depending on year-group size.

The school has four classrooms, a hall, and a back classroom used for cooking, another teaching area etc. Early Years pupils have a dedicated outside area, where they can benefit from both pupil-led and staff initiated learning.

Ofsted and SIAMS




At the last Ofsted Inspection (December 2018) the school was assessed as:

- Overall Effectiveness - Good
- Achievement of Pupils - Good
- Quality of Teaching Good - Good
- Behaviour and Safety of Pupils - Good
- Leadership and Management - Good

At the last SIAM inspection (March 2022)

- Overall Grade - Good

School Vision

<p style="text-align: center;">Head</p>  <p style="text-align: center;">Knowledge & learning</p>	<p style="text-align: center;">Aiming to</p> <ul style="list-style-type: none"> ➤ Ensure a high standard of teaching and learning daily within school. Children will be inspired by lessons and motivated to learn. ➤ Always challenge ourselves as practitioners, be forward thinking and embrace new ideas for the children. We never stop learning as teachers. ➤ Deliver teaching and learning that is for every child, ensuring that we care for children and develop a curriculum that we would be happy for our own children to access.
<p style="text-align: center;">Hands</p>  <p style="text-align: center;">Skills & relationships</p>	<p style="text-align: center;">Aiming to</p> <ul style="list-style-type: none"> ➤ Build confidence and resilience in every child, so they understand, with hard work, anything is possible. ➤ Work in co-production with parents, giving them opportunities to be part of their child's learning journey. ➤ Deliver a skill and knowledge-based curriculum for children, inclusive of their needs.
<p style="text-align: center;">Heart</p>  <p style="text-align: center;">Spiritual development & character</p>	<p style="text-align: center;">Aiming to</p> <ul style="list-style-type: none"> ➤ Acknowledge, it is a 'given' that all children in school should be safe and happy. ➤ Have biblical values but are also open to nurturing the spiritual development of children with some or no faith. ➤ Listen to all those around us who feed into the holistic knowledge bed of the children. ➤ Ensure your child leaves Hopton as a polite, well rounded, respectful individual who has a solid moral compass and thirst for learning and life.

Being a Governor at Hopton Primary School

Basic Responsibilities of Governors

The basic responsibilities of Governors in the Governance Handbook are:

- To ensure clarity of vision, ethos and strategic direction of the school.*
- To hold executive leaders to account for educational performance of the school and its pupils.*
- To oversee the financial performance of the organisation and making sure its money is well spent.*

To this end governors will follow a Code of Practice

- Participate fully by attending Full Governing Body and relevant Committee meetings.*
- Respect the legal framework governing the school*
- Accept responsibility for aspects of the school's development*
- Commit to a Code of Conduct for A SCHOOL: Accountability, Selflessness, Confidentiality and Integrity, Honesty, Objectivity, Openness, Leadership (Nolan Principles + Confidentiality)*
- Treat all people involved in the school equally, avoid discrimination and respect the work of the staff.*
- Inspect and monitor the performance of the school using the documents, the website, performance data and personal visits.*
- Continue to develop knowledge and skills*
- Enjoy the challenge and feel part of a team, so that the voluntary efforts are rewarded.*

More information can be found in the [Governance Handbook](#) and in the school [Governance Regulations 2013](#). There is also a [National Governance Association](#).

All Governors agree to this Code of Practice by participating in Governor Activities and approval of the Terms of Reference.

Constitution of the Governing Body

The Governing Body has overall responsibility for the Governance of the school within the statutory framework provided by Government and the delegated powers from the Local Authority. The Hopton Primary Governing Body is made up of:

- The Head teacher
- 1 Staff Governor
- 3 Parent Governors
- 4 Co-opted Governors
- 3 Foundation Governors
- 1 Local Authority Governor

There is a Chair and Vice-Chair and one main sub-committee, Resources. All Statutory committees are included in the terms of reference. The Head teacher and Staff Governors cannot be the Chair or Vice Chair of the Governing Body.

All governors must declare any interests that might interfere with their duties as a Governors, and take appropriate action should a conflict of interest occur.

Governing Body Meetings and Committees

Governing Body meetings are part of the Strategic Leadership of the School and as such should not be involved in the scrutiny of detailed aspects of the schools' business. Hopton has **three** main committees responsible for scrutinising the detail of the operation of the school and advising the Governing Body of any actions it needs to take. These are:

- Steering Committee

There is also a committee that deals with the Head Teachers Performance Review. Three further committees for Hearings, Appeals and Pupil Discipline are required by law and have specific rules for participation and procedure. These meet when needed and are made up of Governors who have little or no knowledge of the situation that the Committee is set up to consider.

Working Parties and Delegations

With a few notable exceptions, most of the powers of Governing Body can be delegated to Committees, working parties or even individuals. The Governing Body retains overall responsibility, but it is sensible to make best use of the skills and experience of the members of the Governing Body and give them responsibility where relevant and appropriate.

Specific delegations are made for:

- Safeguarding,
- Special Educational Needs and Disability (SEND) a
- Looked after children.

Hopton Primary has optional delegations for:

- Literacy – to take a special interest in literacy within the school
- Numeracy – to take a special interest in numeracy within the school
- Data Protection – To deal with data protection, freedom of information and GDPR
- Gifted and Talented - to monitor progress in relation to Gifted Pupils
- Pupil and Sports Premium
- Classes – each class has its own nominated Governor

Details of the holders of these delegations can be found on GovernorHub.

Making Decisions

Details of the level that decisions can be made are included in the Decision Planner (Annex 1). The decision planner outlines the major functions of the governing body and shows to what level each task can be delegated to. Any decisions taken by committees or individuals must be reported back to the whole governing body.

The decision planner should be reviewed and approved on an annual basis. This approval should be recorded in the minutes as without this approval the committee or individual has no power to act. The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 detail those functions which can be legally delegated.

Decisions have to be made in a timely and appropriate manner, with particular actions being required at different times in the school year. The annual calendar (GovernorHub) provides some guidance on this but a lot of the details are entirely up to the Governing Body. The Governing Body has a lot of autonomy to act and it should exercise its power in a manner best suited to the local consideration.

Maintaining Records - Governorhub

The Governing Board maintains a record of its activities using GovernorHub, which is a private site restricted to Governors and provides a secure archive. The maintenance of Governorhub will ensure that records are timely and complete.

The following are maintained on GovernorHub and can be referred to at any time.

- Current membership of the governing board by type of governor
- Past members
- Roles, responsibilities and delegations of governors
- Committee membership
- Pecuniary Interest Record
- Governor Training Record

Meeting times and dates
Complete record of Governing meeting documents
Monitor visit reports
Day to day notification of governor actions and decisions

Documents are 'signed' in line with the prevailing view of the Ministry of Justice to allow electronic signatures, using the processes and procedures available in Governorhub.

Terms of Reference

The Full Governing Body

The Full Governing Body is the main decision-making body for the school and has collective responsibility for the decisions it makes. It must meet at least 3 times a year and appoint a Chair and Vice chair of Governors and a Clerk. Meetings or attendance at meetings can be over video or audio links where appropriate. In order to make binding decisions the Governing Body must be quorate, which means half of the Governors currently in post plus 1.

The three meetings that are clerked will deal with focus on the administration and management aspects of Governance. In terms of the basic responsibilities of governors the Governing Body is responsible for the *clarity of vision, ethos and strategic direction of the school*.

There will also be three Unclerked meetings of all Governors, one each term, that can be used for any purpose although primarily they will deal with Pupil Progress and Performance. This is where the Governing Board can *hold executive leaders to account for educational performance of the school and its pupils*.

Collectively the Full Governing Body must:

- Provide leadership and management in the best interest of pupils and in line with the culture, ethos and values of school and British Values.

- Ensure the wellbeing and safety of the pupils.

- Develop and monitor process and procedures that keep children safe in school and ensure effective safeguarding within the school.

- Make decisions without discrimination and embracing diversity and equality

- Acknowledge the role of the school in the local community and in particular the interests of parents.

- Maintain a constructive and professional relationship with leaders within the school

- Take ownership for the educational performance of the school by understanding the performance data, challenging progress made, supporting interventions, and assessing outcomes and impact.

- Monitor the performance of staff and quality of teaching including encouraging career development.

- Work collectively and collaborative to ensure that all Governors are effective in making decisions.

- Recruit Governors and support them in developing their skills and knowledge.

- Encourage Governors to take on the roles of Chair and Vice Chair and ensure that there is succession planning to maintain a strong and effective governing body.

- Organise and manage meetings of all governors and produce an accurate record of the discussions held and decisions made.

- Delegate responsibility to appropriate level of decision making within the school, including setting up working parties and committees.

- Approve the GB Decision Planner on an annual basis.

- Approve Policies in line with a schedule of revisions, including own policies as well as the legally required ones.

- Maintain and review the documents that support the processes and procedures of Governance and ensure they are appropriate for the school. (Terms of Reference, Constitution & Instrument of Governance)

- Maintain and review a record of Governors, including contact details, pecuniary interests and relevant skills and training and publish the required information on the website and GIAS (formerly Edubase).

- Oversee the induction of new governors to include induction pack and school procedures.

- Assess risk within the school and for educational visits.

- To review the schools Summary Self Evaluation Form (SEF)

- Develop a Strategic Development and Improvement Plan for each year and evaluate the progress throughout the year.

- Visit the school at appropriate times to ensure monitoring of goals and targets

- Oversee the recruitment of staff, in particular that of the head teacher

- Approve the first formal budget plan of the financial year and continue to monitor financial performance.

Institute and keep the Health and Safety Policy and its practice under review and to make revisions where appropriate.

Ensure all documents required under statutory regulation are published on the school's website.

Ensure procedures are in place to meet data management obligations for freedom of information and general data protection regulations.

To ensure that the information on GovernorHub is up to date and complete.

Additionally in order to *hold executive leaders to account for educational performance of the school and its pupils*.
The Governing Board needs

To consider all aspect of the educational performance of the school, including the quality of teaching, progress and attainment, curriculum, special educational needs and disability, pupil wellbeing and extra-curricular activities.

To monitor progress and evaluate the effectiveness of the priorities allocated to the committee within the School Development Plan.

To review anonymised SAT's data, ASP information and FFT data if appropriate.

To consider pupil progress and how the school is targeting areas of underperformance.

To monitor the impact of Pupil Premium funding.

To ensure that the requirements of pupils in vulnerable groups are met.

To consider and advise the governing body on standards and other matters relating to the school's curriculum including statutory requirements and the School's curriculum policy (no longer statutory requirement for schools to have a curriculum policy but governing body should monitor and advise if policy in place)

To review the schools own tracking data to identify progress including strengths and weaknesses and to receive details on the impact of targeted intervention.

To consider curricular issues which have implications for finance and personnel decisions and to make recommendations to the relevant committees or the Governing Body.

To oversee arrangements for individual governors to take a leading role in specific areas of provision e.g. SEN, English, Maths. To receive regular reports from them and advise the Governing Body.

To monitor Early Years Framework including Reception Baseline Assessment

To monitor aspects of safeguarding and behaviour, including bullying, exclusions and pupil behaviour

To deal with policies relating to teaching and learning and pupil behaviour

To oversee arrangements for educational visits and other extra-curricular activities

To oversee arrangement for supporting Early Career Teachers (ECT)

To oversee arrangements for the Relationships and Sex Education and Health Education (RSHE) Curriculum

To oversee arrangements for Multiplication Tables Check

Detailed work in these area will be done mainly in the Unclerked meeting.

The Role of the Chair and Vice Chair of Governors and Chairs of Committee

The role of the Chair of Governors is to-

Represent the Governing Board in carrying out its duties and meeting its obligations. For example, in dealing with Ofsted, SIAMs and other outside agencies. In special cases the Chair can act on behalf of the Governing Body in taking actions and reporting back to Governors at the next meeting.

Establish and foster an effective relationship with the Head teacher based on trust and mutual respect for each other's roles. The Chair has an important role in ensuring that the Governing Body acts as a sounding board to the Head teacher and provides strategic direction.

Ensure the business of the Governing Body is conducted properly, in accordance with legal and Suffolk County Council delegation requirements.

Ensure meetings are run effectively, focusing on priorities and making the best use of time available.

Develop the governing team by ensure that all members have an equal opportunity to participate in discussion and decision-making and feel confident to carry out visits.

The Vice Chair acts as Chair when the Chair is unavailable.

Chairs of Committees have the same responsibilities as Chairs of Governor with respect to the committee they chair.

The Role of the Clerk to the Governing Body

The role of the Clerk is to:

Act independently in ensuring that the governing body is compliant with the relevant legal frameworks, contractual obligations and governance arrangements and to give and receive notices in accordance with relevant regulations.

Advise the Governing Body on matters of governance and the law and offer timely and appropriate advice. Develop working relationship with the Chair of Governors to ensure the effective administration of the Governing Body.

Demonstrate that Governing Bodies hold the leadership team to account by producing minutes that show scrutiny and challenge during the Governing body meeting

Support the board in the recruitment, induction and training of individual governors.

Convene meetings of the Governing Body and ensure that the agenda reflect the strategic priorities and legal duties of the governing body.

Ensure that the minutes of the Full Governing Body are prepared and are clear and accurate.

Chair the meeting when the Chair of Governing Body Election takes place.

Support the Governing Body in ensuring that governance arrangements are up to date and appropriate.

Maintain a register of members of the Governing Body and report vacancies to the Governing Body

Carry out such other functions as may be determined by the Governing Body from time to time

Governors and associate members cannot be a clerk to the Governing Body. Some of the functions of the Clerk are met by the Schoolschoice Clerking Service and not individual clerks.

The Committees - General

Committees are responsible for more detailed scrutiny, challenge and support of key aspects of Governance. They have an advisory role for the Governing Body.

Quorum is 3 but is only important if the Committee makes decisions. Normally a committee will report back to the Governing Body any major issues and concerns, so all important decisions will need to be made at this level.

Steering Committee

The role of the Steering Group is ensuring that the strategic decisions of the Governing Body are planned, implemented and monitored. The membership of this group is the Chair of Governors, Vice-Chair, and the Head teacher. These governors would have a more strategic and co-ordinating role and can add greatly to the effectiveness of the work of the Governing Body as a whole. The terms of reference give an indication of this broader perspective.

To agree, by early in the autumn term, the programme of work and calendar of meetings for the Governing Body and its committees for the school year, based on known cycles of school improvements, financial management, staffing issues and communicating with parents

To meet soon after the LA's termly briefings for Chairs and Head teachers to agree the work of the Governing Body and its committees for that term and beyond

To monitor the progress of work being undertaken by committees and individuals

To adopt and keep under review the Critical Incident policy and procedures, Performance Management policy for all staff, Home School Agreement, Pecuniary Interests Policy and Policy for Class Visits/Governor

Visits to the school (unless delegated to another committee)

To adopt and keep under review the Data Protection Policy (subject to statutory review every 2 years)

To oversee the appointment procedure for all staff to include ensuring the school has adequate arrangements in place to complete pre-employment checks (links to SFVS evidence 26)

To adopt and keep under review the Publication of Equality information and objectives (information to be published on website on annual basis)

To suggest changes to the committees structure and consider recommendations made by committees with regard to the working of the Governing Body and its sub committees

To oversee arrangements for Governor involvement in formulating and monitoring the School Development/Improvement Plan

To establish exceptional working arrangements where particular circumstances arise e.g. a joint committee to oversee a building project or a special committee to oversee an Ofsted inspection

To be available and respond to matters of particular difficulty, sensitivity or emergency and offer advice to the Head teacher

To act as a forum for discussion of general issues and innovative practices

To review and monitor the Summary School Self Evaluation Form annually (if not delegated at Governing body level)

To review and monitor overall progress with the School Development Plan on a termly basis

To allocate targets within the School Development Plan to committees to monitor progress and success criteria on a termly basis

Resources

In terms of the basic responsibilities of governors the Resources Committee can be seen as where Governors *oversee the financial performance of the organisation and making sure its money it is well spent.*

This Committee also has responsibility for Health and Safety Matters.

Specifically, its role is:

To advise the Governing Body on all financial and resource matters

To scrutinise contracts, service agreements and spending requests of the other committees.

To advise on the staffing structure in consultation with the Head teacher and its implications on finances.

To monitor progress and evaluate the effectiveness of the priorities allocated to the committee within the School Development Plan

To draft and keep under review the staffing structure in consultation with the Head teacher

To establish and approve on an annual basis (statutory requirement), a Pay Policy for all categories of staff and to be responsible for its administration and review including the staffing structure (links to SFVS evidence 5)

To ensure that all staff are minded of the school's whistleblowing Policy On a regular basis (links to SFVS evidence 21)

To approve and review a Performance Management policy for all staff*

To review and agree policies relating to personnel as delegated by the Governing Body and included in the policy review list

To oversee the process leading to staff reductions

To be responsible for the suspension and/or dismissal of staff (including the head teacher if delegated to a committee)

To keep under review staff work/life balance, working conditions and well-being, including the monitoring of absence

To make recommendations on personnel related expenditure to the Resource Committee, including pay discretion's.

To consider any appeal against a decision on pay grading or pay awards.

To be responsible, for determining dismissal payments/early retirement

In consultation with the Head teacher, to draft the first formal budget plan of the financial year, carry out

revisions and monitor the budget (half term lay) (links to SFVS evidence 22)

To establish and maintain a 3 year financial plan (Strategic Budget Plans – (links to SFVS evidence 9)

To consider a budget position statement including virement decisions at least termly and to report significant anomalies from the anticipated position to the Governing Body (links to SFVS evidence 10)

To review the Outturn Report and report any significant variances from the original budget and the Governing body (links to SFVS evidence 39)

To consider a Medium term plan report annually to inform the recovery of deficit if applicable (links to SFVS evidence 43)

To take a recommendation to the Governing body for approval in relation to the annual Pre-certification checklist and statement of Internal control (links to SFVS evidence 18/19)

To establish and review a Business Continuity Plan (in accordance with the requirements of the SFVS links to SFVS evidence 30)

To ensure that the school operates within the Financial Regulations of the County Council

To monitor expenditure of all voluntary funds kept on behalf of the Governing Body

To review and approve the charges and remissions policies and expenses policies and best value statement (links to SFVS evidence 27/33/34)

To make decisions in respect of service agreements, contracts and insurance (buildings and public liability)

To make decisions on expenditure following recommendations from other committees

To review benchmarking data on an annual basis (links to SFVS evidence 7/31/32)

To prepare the Governing Body Value for Money Health Check documentation for approval by the Governing Body (links to SFVS evidence 35)

To determine whether sufficient funds are available for pay increments as recommended by the Head teacher

In the light of the Head teacher Performance Management Group’s recommendations, to determine whether sufficient funds are available for increments

To be responsible, for determining dismissal payments/early retirement

To review the SFVS documentation as required: agree an action plan and timetable for remedial action and take a recommendation for formal approval of the SFVS to the Governing Body annually

To review, monitor and approve the Governor’ Expenses scheme under delegation

To maintain an overview of and ensure an up-to-date asset register is a maintained together with an annual inventory (links to SFVS evidence 42)

To review and agree policies relating to finance as delegated by the Governing Body (please list) e.g. Finance Policy, Record of Financial Responsibility (links to SFVS evidence 2/30)

To monitor progress and evaluate the effectiveness of the priorities allocated to the committee within the School Development Plan

To consider an Audit report from the Local Authority and agree a detailed action plan with evidence of regular monitoring, where appropriate (links to SFVS evidence 11)

To complete the self-evaluation of Governing body competencies on an annual. (links to SFVS evidence 23)

To monitor pupil premium and sports premium spending

To monitor Co-vid catch up and Educational Recovery support

To ensure, as far as is practical, that Health and Safety issues are appropriately prioritised

To monitor progress and evaluate the effectiveness of the priorities allocated to the committee within the School Development Plan

To advise the Governing Body on priorities, including Health and Safety, for the maintenance and development of the school’s premises (links to SFVS’s evidence 14/17)

To oversee arrangements for repairs and maintenance (links to SFVS evidence 14/17)

To make recommendations to the Resources Committee on premises-related expenditure (links to SFVS evidence 14)

In consultation with the Head teacher and the Resources Committee, to oversee premises-related funding bids

To oversee arrangements, including Health and Safety, for the use of school premises by outside users, subject to governing body policy

To establish and keep under review a Building Development Plan

To establish and keep under review an Accessibility plan (statutory requirement to review every three year’s

minimum)

To carry out risk assessments for the premises and ensure that the results of these are actioned and reported

To review and agree policies relating to Premises, Health and Safety as delegated (please list)

Additional items which individual Governing Bodies may wish to include

To ensure that the School Uniform remains affordable

To monitor School Meals and ensure that they meet national standards.

Hearings, Appeals and Pupil Discipline Panels

These Panels are convened when something goes wrong, they do not routinely meet and are covered by precise rules and regulations. The Chair of Governors and Head teacher are excluded from sitting on the panel because they will have been involved in decisions leading up to the requirement for a panel to be convened. They can be involved in the administration and organisation of the panel. The processes and procedures for a panel will be found in one or more of the school policies and specialist advice may be sought to help with the panel.

The panels have the following purposes

Hearings – Disciplinary Action against a member of staff

Specifically, the panel will convene:

To make any determination to dismiss any member of staff (unless delegated to the head teacher)

To make any decisions under the Governing Body's personnel procedures e.g. disciplinary, grievance, capability where the head teacher is the subject of the action.

To make any decisions relating to any member of staff other than the Head teacher, under the Governing Body's personnel procedures (unless delegated to the Head teacher)

To make any determination or decision under the Governing Body's General Complaints procedure for parents and others.

To make any determination or decision under the Governing Body's Curriculum Complaints Procedure, in respect of National Curriculum disapplication's, and the operation of the Governing Body's charging policy.

Appeals - Appeal against a Decision of the Hearings Panel

Specifically, the panel will convene:

To consider any appeal against a decision to dismiss a member of staff made by the Hearings Committee.

To consider any appeal against a decision short of dismissal under the Governing Body's personnel procedures e.g. disciplinary, grievance, capability.

To consider any appeal against selection for redundancy.

Any items which individual governing bodies may wish to include

Pupil discipline – To consider representation from parents as to exclusions

Specifically, the panel will convene:

To consider representations from parents in the case of exclusions of 5 days or less (committee may not re-instate)

To consider representations from parents in the case of exclusions totalling more than 5 but not more than 15 days in one term (meeting to be held within 50 school days after receiving notice of the exclusion)

To consider the re-instatement of an excluded pupil within 15 school days of receiving notice of exclusion if:
The exclusion is permanent;

It is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or

It would result in a pupil missing a public examination or national curriculum test.

To ensure the guidance contained in the "Exclusion from maintained schools, academies and pupil referral units in England" document is practised in the school, with specific reference to the roles assigned to the Governing Body.

Head teacher's Performance Review Group

The Head teacher cannot be responsible for reviewing their own performance and this responsibility lies with the Governing Body and discharged by the Head Teacher's Performance Review Group. This meets with an external advisor to:

Set annual targets for Head teacher performance within the school

Assess if performance targets are being met during the year and have been met at the end

Make recommendations to the Governing Body as to the course of action following the review

Decision Planner

KEY

Level 1: Full governing body

Level 2: A committee of the governing body

Level 3: An individual governor

Level 4: Head teacher.

Column blank: Action could be undertaken at this level.

Column blocked off: Function cannot be legally carried out at this level.

Where there is a X in the column, this is because although it is permissible for an action to be carried out at this level, it would not be recommended.

Significant decisions, monitoring and evaluation are best undertaken by the governing body or a committee with delegated authority, not by individuals. As long as it is in line with the regulations governing bodies are free to decide for themselves.

Governors must remember that although decisions may be delegated, the governing body as a whole remains responsible for any decision made under delegation

Area		Task	Decision Level			
			1	2	3	4
Budgets	1.	To approve the first formal budget plan each financial year (whether this can be delegated to a committee of the governing body depends on your local authority's scheme of financial delegation)				
	2.	To monitor the impact of pupil premium and sports funding			X	X
	3.	To monitor school finances			X	
	4.	To approve a charging and remissions policy			X	X
	5.	Complete the Schools Financial Value standard (SFVS)			X	

Area		Task	Decision Level			
			1	2	3	4
	6.	Decide how far to delegate spending power to the head teacher and set financial limits (Record of Financial Responsibility to be reviewed and approved annually)			X	
	7.	To enter into contracts (financial limits agreed in the record of Financial Responsibility)			X	
Staffing	8.	Appoint selection panel for head teacher and deputy head				
	9.	Appoint selection panel for other members of the senior leadership team		X	X	X
	10.	Ratify or reject decisions of appointed selection panels				
	11.	Appoint other teachers	X		X	
	12.	Appoint non-teaching staff	X		X	
	13.	Approve a pay policy		X	X	
	14.	To make pay decisions in line with the pay policy and legal requirements	X		X	
	15.	Dismissal of head teacher	X		X	
	16.	Initial dismissal of other staff	X	X	X	
	17.	Suspending head	X		X	
	18.	Suspending other staff	X		X	
	19.	Ending suspension (head)				

Area		Task	Decision Level			
			1	2	3	4
	20.	Ending suspension (other staff)				
	21.	Approve the overall staffing structure and changes to the staffing structure			X	X
	22.	In voluntary and foundation schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights			X	
	23.	Determining dismissal payments/ early retirement			X	X
	24.	Ensure safer recruitment procedures are applied				
	25.	To maintain a central record of recruitment and vetting checks	X	X	X	
	26.	Approve disciplinary/capability procedures				
	27.	Approve a performance management policy			X	X
	28.	Implement the performance management policy	X	X	X	
	29.	Review the performance management policy annually				X
	30.	Appoint a panel to carry out the appraisal of the head teacher			X	
	31.	Carry out appraisal of other staff				
Curriculum	32.	Ensure National Curriculum (NC) taught to all pupils			X	

Area		Task	Decision Level			
			1	2	3	4
	33.	To consider any disapplication for pupil(s)	X	X	X	
	34.	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)			X	X
	35.	Establish and review a sex and relationships education policy (including in primary schools where the GB must decide whether to teach sex education) and ensure that parents are informed of their right to withdraw their children			X	
	36.	Responsibility for ensuring that provision of religious education (RE) meets statutory requirements and/or the requirements of any trust deed	X	X	X	
	37.	To ensure that all pupils take part in a daily act of collective worship in line with statutory requirements				
Extra-curricular provision	38.	Approve the provision of extended services/activities			X	X
	39.	Implement the extended services provided	X	X	X	
	40.	To decide whether to stop providing additional activities			X	X
Discipline/exclusions	41.	To review all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination (Can be delegated to chair/vice-chair in cases of urgency)	X			
	42.	To produce a set of written principles for the school behaviour policy and present these for consultation				

Area		Task	Decision Level			
			1	2	3	4
	43.	To draft the content of the school behaviour policy and publicise it to staff, students and parents.				
Admissions	44.	To annually determine admission arrangements (VA and foundation schools)				
	45.	To carry out consultation where changes to admission arrangements are proposed, or the governing body has not consulted on their arrangements in the last seven years (VA and foundation schools)				
	46.	Admissions: application decisions (Governing bodies of VA and foundation schools must establish a dedicated admissions committee to allocate places, where they choose to delegate authority to committee level)	X			
	47.	To establish and publish an admissions appeal timetable (VA and foundation schools)	X			
	48.	To appeal against LA directions to admit pupil(s) (voluntary, foundation and special schools; also, community and VC schools where LA is the admissions authority)	X			
Premises & insurance	49.	Buildings insurance and personal liability– GB to seek advice from LA, diocese or trustees where appropriate			X	
Health & safety	50.	To ensure a health and safety policy and procedures are in place			X	
	51.	To ensure that health and safety regulations are followed	X	X	X	
School	52.	To publish proposals to change category of school			X	X
	53.	To decide whether to convert to academy status ((legally regulations permit delegation of the decision to convert, however it would be bad practice for anything affecting the future of the school to be decided by anything other than the full		X	X	X

Area		Task	Decision Level			
			1	2	3	4
organisation		governing body)				
	54.	Propose to alter voluntary foundation or foundation special school		X	X	X
	55.	Propose to discontinue voluntary foundation or foundation special school				
	56.	To set the times of school sessions and the dates of school terms and holidays (except in community, special and VC schools where this is the LA's role)				
	57.	To ensure that school lunch nutritional standards are met	X	X	X	
	58.	To establish a data protection policy and review it at least every two years and register with the Information Commissioner's Office	X		X	
	59.	Maintain a register of pupil attendance	X	X	X	
	60.	To ensure provision of free meals to those pupils meeting the criteria, including Universal Infant Free School Meals (if applicable)	X	X	X	
Information for parents	61.	To determine whether to publish a home-school agreement (no longer a statutory requirement)			X	
	62.	Ensure the school complies with the Equality Act 2010 and the public-sector equality duty and publishes equality objectives and information about how it is doing this.				
	63.	Overall responsibility for ensuring that statutory requirements for information published on the school website, including details of governance arrangements, are met			X	X
	64.	To establish, publish and review a complaints procedure			X	X

Area		Task	Decision Level			
			1	2	3	4
	65.	To establish and publish a Freedom of Information scheme and ensure the school complies with it			X	
GB roles, procedures and development	66.	Ensure focus on three core strategic functions: 1. Ensuring clarity of vision, ethos and strategic direction 2. Holding the head teacher to account for the educational performance of the school and its pupils, and the performance management of staff 3. Overseeing the financial performance of the school and making sure its money is well spent				
	67.	To draw up an instrument of government and any amendments thereafter				
	68.	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body				
	69.	To appoint and dismiss the clerk to governors			X	X
	70.	To appoint and remove co-opted governors				
	71.	To appoint local authority governors				
	72.	To set up and publish a register of governors' business and pecuniary interests			X	

Area		Task	Decision Level			
			1	2	3	4
	73.	To set the structure and remit of the governing body and any committees including governor appointment details, term of office and attendance record				
	74.	To publish the structure and remit of the governing body and any committees including governor appointment details, term of office and attendance record	X	X	X	
	75.	To submit governor information to the DfE database of governors via Edubase	X	X	X	
	76.	To approve and set up a governor's expenses scheme			X	X
	77.	To consider whether or not to exercise delegation of functions to individuals or committees				
	78.	To regulate the GB procedures (where not set out in law)				
	79.	To agree governor induction and training programme				
	80.	To review progress against strategic plan and evaluate governing body performance				
Formal Collaboration	81.	To consider forming or joining a group of schools				
Academies	82.	To consider approach and time scale to academy conversion				
	83.	To consider forming or joining an existing Multi-academy-trust (MAT)				
Federations	84.	To consider forming a federation or joining an existing federation				

Area		Task	Decision Level			
			1	2	3	4
	85.	Review of structure including any subsequent conversion to MAT status				
Inclusion and equality	86.	To establish and approve a special educational needs (SEN) policy				
	87.	To publish and update at least annually a SEN information report (meeting requirements set out in the Special Educational Needs and Disability Regulations 2014)			X	
	88.	To appoint a qualified teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator or SENCO)	X	X	X	
	89.	To appoint a designated teacher to promote the educational achievement of looked-after children	X	X	X	
	90.	To establish an accessibility plan and review it every three years			X	
Safeguarding	91.	To have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the <i>Prevent</i> duty into the child protection policy				
	92.	To adopt and review annually a child protection policy and relevant procedures			X	