

Role of the Local Governor: QEGSMAT

To be read in conjunction with the QEGSMAT Scheme of Delegation. This document draws on elements of the Department for Education Governance Handbook 2020 and the National Governance Association Code of Conduct for Governing Boards 2021.

Responsibilities

A Local Governor will:

- Uphold the charitable objects of the Trust as set out in the Articles of Association
- Adopt and implement policies and procedures as determined by the Board of Trustees
- Adopt, implement and review school level policies and procedures on a regular basis

Strategic Functions	Key Responsibilities	Relevant Documents and Activity	Typical Inputs/Questions
<p>Establishing the strategic direction, by:</p> <p>1. Ensuring that the QEGSMAT vision, mission and ethos are reflected in all planning.</p>	<p>To ensure that the vision, values and ethos are reflected in the day to day life of the school</p> <p>To ensure Christian values, ethos and curriculum are visible (where a school is a Church School, or a school of Christian religious character)</p>	<p>QEGSMAT vision: Question, Explore, Give, Succeed.</p> <p>QEGSMAT 5 Goals Strategic Framework</p> <p>AIP</p>	<p>How well are the goals lived in the school?</p> <p>How does the Local Governor demonstrate this ambition and drive?</p> <p>Are the staff and students aware of the QEGSMAT vision?</p> <p>How is the SMSC (Spiritual, Moral, Social and Cultural) development of the students promoted?</p>
<p>2. Ensure SLT's develop an Academy Improvement Plan (AIP) which is fit for purpose?</p>	<p>To develop the Improvement Plan with the Headteacher</p>	<p>AIP</p> <p>Pupil Premium Strategy</p>	<p>Are resources having an impact with educational outcomes?</p>

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	To develop the Pupil Premium and Sports Premium Strategies with the Headteacher	Sports Premium Strategy Catch Up Plan	
3. Meeting statutory duties	To ensure the school meets its obligations in relation to: a) Safeguarding b) SEND and Equalities c) Health and Safety d) Pupil/student attendance	a) National Guidelines Keeping Children Safe in Education QEGSMAT Safeguarding Policy School Safeguarding Procedures School Safeguarding annual and termly audit Single Central Record Governor safeguarding lead meets regularly with staff safeguarding leads to monitor the operation of procedures. Designated Safeguarding Lead and Headteacher check the Single Central Record Safeguarding half termly data is reviewed in every full Trust Board meeting and Local Governing Board meeting	Every Governor should have a copy of the Safeguarding Policy or be directed to it on the website <ul style="list-style-type: none"> • Governors must complete safeguarding training annually (ref. Flick Learning) • Do Governors know who the Designated Safeguarding Lead is? • What strategies are in place to meet the needs of students who are subject to the CP register? • Number of children subject to Child Protection arrangements in the schools (not necessary to know who they are)? • How does the school work with the LA/other agencies, e.g. Police, Social Services and use of CAFs etc. • Internet safety — how does the e-safety policy link with general safeguarding, child

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		<p>b) QEGSMAT SEND Policy and school procedures</p> <p>Lead SEND Governor meets regularly with the SENCo to monitor the operation of procedures and to check the progress of relevant pupils/students</p> <p>Findings are reported to each Local Governor Committee or equivalent</p> <p>School Diversity Audit and Action Plan</p> <p>Equalities information, accessibility plan and statement</p> <p>These documents are published on the school website</p> <p>Governor visits to school to observe how staff are meeting their obligations</p>	<p>protection and blended/online learning with the school?</p> <p>Governors should have a copy of the QEGSMAT Equalities Policy</p> <ul style="list-style-type: none"> • What are the identified objectives? • What resources are required and do we have them? • How is it monitored and evaluated? • What is the success criteria? • When will the strategy be reviewed? • How many students have an EHCP? • What are the particular needs of students with SEND? • How are we meeting their needs? • Do we have the resources to meet their needs? • Gaps between groups, e.g. boys/girls, ethnicity, PP (Pupil Premium), Looked After Children, high/middle/lower ability and other vulnerable groups etc.

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			<p>Governors should have a copy of the Health & Safety Policy</p> <ul style="list-style-type: none"> • Are there strategies in place to support staff and students? • How is Health & Safety managed in the school? • Review of reported accidents and near misses and actions to reduce risk
<p>Performance:</p> <p>1. Monitoring the educational performance of the school and progress towards agreed targets</p>	<p>To support and challenge school leaders to account for improving pupil/student performance by asking the right questions. To ensure the quality of teaching and learning is consistently of a high standard</p>	<p>Self-Evaluation Form</p> <p>AIP</p> <p>Pupil Premium Strategy</p> <p>Catch up funding plan</p> <p>Sports Premium Strategy</p> <p>Pupil attainment and progress data</p> <p>Behaviour data</p> <p>Attendance data</p> <p>Analysis of gaps between groups</p>	<p>Governors may focus on:</p> <ul style="list-style-type: none"> • Numbers on roll • Quality of teaching • Teachers experiencing difficulties • How are these being addressed? • Are there links with other subject areas? • How is this subject taught, e.g. one teacher, one year group? • Who is responsible? • What resources are required? Do we have them? • How is it monitored and evaluated?

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		<p>Reports from QEGSMAT and external partners</p> <p>Ofsted report</p> <p>QEGSMAT and school arrangements for Continuing Professional Development</p> <p>Contribution to the appraisal of the Headteacher</p> <p>Monitoring staff sickness absence</p> <p>Staff absence data</p> <p>Information on underperforming staff</p>	<ul style="list-style-type: none"> • What are the success criteria? • Have we met them? If not, why not? • What are the targets? • When will the strategy be reviewed? • What are our key strengths in this area? • What could we do better? • Is the intervention strategy having an impact? If not why not? What needs to change?
<p>Behaviour:</p> <p>1. Monitoring the behaviour of pupils and students within the school and progress towards agreed targets</p>	<p>To ensure that positive behaviour is promoted to enable learning through a culture of mutual respect, tolerance for those with different faiths and beliefs and a recognition of responsibilities and associated actions.</p>	<p>Behaviour Procedures</p> <p>Exclusions data (permanent, fixed term and internal exclusion e.g. isolation)</p> <p>Parent governor feedback</p>	<ul style="list-style-type: none"> • For external exclusions, level of support being given during that time and how they are monitored. • Are exclusions in line with or above national average? • What strategies are in place to prevent exclusions?

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			<ul style="list-style-type: none"> • What is the behaviour strategy? • Who is responsible? • What are the resources required; do we have them? • How is behaviour monitored and evaluated? • What are the success criteria? • When will the procedures be reviewed? • What are our key strengths in this area? • What could we do better?
<p>Pupil and Student Attendance:</p>	<p>To ensure that procedures are in place to maximise pupil and student attendance</p> <p>To ensure appropriate pastoral support is available</p> <p>To ensure the SMSC development of the students is promoted</p>	<p>Attendance data (including persistent absence)</p> <p>Pastoral support arrangements</p> <p>School council/student voice reports</p> <p>Anti-bullying procedures</p> <p>Governor visits</p> <p>Pastoral curriculum</p> <p>Governor observations in school and discussions with staff and pupils/students</p>	<p>Are there strategies in place to improve attendance, e.g. are students/pupils clear about when they are deemed late, e.g. in the building or in tutor groups, classroom etc.?</p> <ul style="list-style-type: none"> • Are parents/carers called, if so, how soon after the register is taken? • Do Governors know who the Attendance Lead is in the school? • Are there procedures in place to improve attendance? • What is the attendance target?

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			<ul style="list-style-type: none"> • What strategies are in place for pupils and students that are 'hard to reach' • Who oversees the pastoral system in the school? • What is the vision for student voice in the school? • What curriculum time is devoted to the delivery of PHSE • How is its delivery monitored for quality?
<p>Engaging with stakeholders:</p>	<p>To ensure that all Governors are connected with, and answerable to, the communities they serve, particularly parents/carers</p>	<p>AIP</p> <p>Staff and Governor involvement in PTA/Friends associations</p> <p>Parent governor feedback</p> <p>Knowledge of local issues impacting on pupil progress and welfare</p> <p>Knowledge of local gaps in service provision</p> <p>Outcomes of parent or community voice</p>	<p>Community voice</p> <p>How do the Governor and PTA meetings function?</p> <p>What is the student voice structure in the school? How well do students/pupils feel they are heard? Are there examples of student leadership opportunities?</p> <p>Are there effective feedback mechanisms in place?</p> <p>How can the Governors and community work together?</p>

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<p>Overseeing financial performance, by:</p> <p>1. Ensuring financial resources are efficiently, effectively and economically targeted at educational priorities</p>	<p>To monitor spending against the budget with the Headteacher</p> <p>To review budget plan and understand any significant budget variances</p>	<p>AIP</p> <p>PP Strategy</p> <p>Catch Up Plan</p> <p>Sports Premium</p> <p>Budget Plan</p>	<p>What is the impact of our spending on our educational priorities?</p> <p>Are we achieving value for money?</p>

Approved by QEGSMAT Trust Board 13/12/2021 electronically