



Martham Academy & Nursery

Governor Induction Pack

Welcome from the Head of Academy

I am delighted to be leading such a vibrant and innovative Academy that is at the heart of the community. The Academy has a superb team of committed professionals who work tirelessly to ensure that pupils gain the best possible educational experiences.

We are a larger than average Academy and are the Sure Start lead partner for the Tree Tops Day Nursery, which shares our site and serves the wider local area. The Academy is conveniently located mid-way between the Norfolk Broads and the coast.

Martham has as strong emphasis on achieving high standards through the delivery of a creative, inclusive curriculum. Our vision is for all pupils to be successful, confident and responsible life-long learners who can work both independently and in collaboration with each other to achieve their full potential. We aim to provide a rich and stimulating indoor and outdoor learning environment that uses the skills of the new National Curriculum to help them achieve this through memorable and exciting topics.

Our challenge is to take our lively, creative and successful curriculum to the next level by continuing to embed the new curriculum, so that it is relevant to our children here in Martham. We want to develop pupil confidence in using creative thinking, making links and stimulating enquiry. Our chosen mission statement "Growing people, growing minds" encapsulates this ideal.

Mrs S Mules
Headteacher

Introduction

Welcome to your new governor induction pack produced by Martham Academy & Nursery. This pack helps to explain the roles and responsibilities of being a governor, how the governing body is structured in our Academy and how the governing body carries out its duties.

This pack includes the following:

- The responsibilities of a governor
- The different types of governor
- The responsibilities of the Head of Academy and the Chair of Governors
- Being an effective governor
- the governing body membership and structure
- Useful terms and abbreviations

Relevant supporting information:

- The role of the Academy governor in Norfolk
- papers from the last Local Governing Body meeting
- Qualifications and Disqualifications of an Governor
- Keeping Children Safe in Education – please sign the form (held by the clerk) to confirm that part 1 of the document has been read
- Governors Monitoring form for when visiting the Academy

For completion (if not already completed):

- Governors Appointment Form
- A pecuniary interests statement
- A skill matrix

Many new governors have confessed to being quite bemused during their first meetings and some feel unprepared for the barrage of papers with which they were greeted. In order to be effective, every governor needs some basic knowledge about their Academy and needs to be able to set this against a wider understanding of education. For both new and experienced governors there are training courses run by the Local Authority (LA). All governors are encouraged to take advantage of the training on offer.

What Academy's Governors Do

An Academy governing body has a strategic role in the development of the Academy but does not become involved in day-to-day management issues – that is the role of the Head of Academy.

You are there to:

- **Provide a strategic view** - help to set and maintain the broad framework within which the Head of Academy and the staff should run the Academy.
- **Act as a critical friend** - provide the Head of Academy with support and offer advice and information but also to provide some challenge. The governing body is there to monitor and evaluate the Academy's effectiveness and governors should therefore be prepared to ask challenging questions
- **To ensure accountability** - the Head of Academy and staff report to the governing body on the Academy's performance.

Different types of Governor at Martham Academy & Nursery:

Parent Governors - parents or carers with children at the Academy appointed by the Rightforsuccess Trust;

Staff Governors - the Head of Academy and staff members elected by teaching and support Staff;

Community Governors - individuals chosen by the Rightforsuccess Trust (RFS) from the local community who represent community interests;

Associated Governors – these Governors' have limited voting rights but bring a particular skill or knowledge to the Governing Body and Academy.

Specific responsibilities of the Governing Body

- ensure the national curriculum is taught to all pupils
- receive information about the quality of teaching in the Academy
- consult the Head of Academy when making decisions
- ask challenging questions
- help develop Academy policies and procedures
- Appoint committees of governors to look at specific issues such as finance, staffing, curriculum and premises.

Governing Bodies Don't:

- inspect the Academy
- report on the quality of teaching after visiting the Academy
- share concerns about staff capability
- decide on how pupils are taught different subjects
- have the right to exclude a pupil
- write the Academy's policies on their own
- rubberstamp recommendations from the Head of Academy
- automatically approve all apologies for absence for meetings sent by governors
- need to be aware of the performance objectives which had been set for individual teachers
- write the OfSTED action plan

The key responsibilities of the Head of Academy are:

- the management and control of the Academy
- Performance Management of all staff
- with RFS Trust - formulating aims, objectives and policies for the governing body to consider adopting
- with RFS Trust - advising on and implementing the governing body strategic framework
- giving governors the information they needed to help the Academy raise its standards
- reporting on progress at each Local Governing Body meeting

The Chair of Governors is responsible for:

- giving a clear lead in organising the governing bodies work, delegate and ensure other governors are fully involved
- manage meetings effectively
- keep other governors fully informed
- hold regular meetings with the Head of Academy
- co-operate with other agencies to support Academy improvement

The Chair has a pivotal role to play in helping the governing body work as a team. The Chair must have a clear view of the governing body and understand the shared visions for the Academy and know how that vision is to be achieved. The Chair is elected by the RFS Trust.

Being a Academy Governor

What Makes an Effective Academy Governor?

- you care about improving children's educational attainment
- you want to work as part of a team and can value and respect the contribution made by different people
- you are willing to listen, learn and to ask questions
- you are open to ideas and have a feel for what is important to people
- you are enthusiastic
- you can commit time and energy
- you will attend relevant training

What Does the Effective Governor Need to be Familiar With?

- the recent history of the Academy
- the type of Academy and the nature of the pupil intake
- the number of pupils on roll and projected future numbers how the Academy is staffed, organised and managed
- the status of the Academy budget
- the contents of the Academy improvement plan
- the curriculum provided at the Academy
- the range of extracurricular activities on offer and the nature of any extended services
- the Academy policies
- how the Academy communicates with parents, other Academies' and the community

How Much Time Do Governor's give?

A governor's term of office is for four years, but as a volunteer you can resign at any time. Your main task is to attend meetings of the Local Governing Body.

The Local Governing Body meetings take place twice each term. The two sub committees normally meets once a term, but may meet more frequently depending upon current issues the committees are involved with.

We actively encourage our Governors to visit the Academy as part of their role in monitoring and evaluation to observe practice, meet with staff and to familiarise themselves with the Academy. Governors are usually welcome, by invitation, to attend Academy performances, events and some staff training.

We recognise that not all governors can visit the Academy during the day due to work commitments.

Be Prepared for a Meeting:

- read the papers before the meeting
- know who all the governors are (governors could be asked to wear badges to help you)
- make sure you have all the necessary papers prepare your thoughts and questions before the meeting
- bring with you a pen, your diary and your annotated papers

Attendance

Any governor who, without permission, is absent from meetings of the Local Governing Body for a continuous period of six months will cease to be a governor. If you need to offer apologies for a meeting this should be done through the Chair or the clerk in advance of the meeting with the reason for your absence noted.

Confidentiality

Governing body meetings are not open to the public. Visitors may attend by invitation but may be asked to leave if a confidential item is discussed.

Governors observe confidentiality regarding proceedings of the governing body in meetings and from their visits to the Academy as governors. How an individual governor votes should always be regarded as confidential. The minutes of any part of the meeting that are confidential should be kept separate. In the main confidential items will be those where the privacy of an individual needs to be respected.

Governors and the law

The intention of the law is that the RFS Trust should be accountable and business should be transparent with any confidential items being kept to a minimum. Any old documents governors wish to dispose of should be shredded, given the sensitive nature of some of the information.

Frequency, notice & duration of meetings

You will usually be given a terms notice of the next Local Governing Body meeting date. You should receive your papers for the Local Governing Body meetings seven days before the meeting with the papers setting out details of the date, time and place.

The sub committees meetings are organised by the RFS Trust and contact is made by email or telephone giving governors details of agendas or necessary information they need for a meeting.

Agenda

The agenda will list all the items that are to be discussed at the meeting. Consider the agenda carefully before the meeting and make notes where there are items of particular interest or importance to you or where you want to ask a question.

You have the right to request that an item be placed on the agenda by contacting the Chair or clerk a few weeks before the meeting. If “Any Other Business” features on your agenda and you wish to raise an issue under this item you must discuss this with the Chair prior to the start of the meeting so the Chair can evaluate whether the meeting is an appropriate forum for the issue and can allow sufficient time for discussion.

Quorum

If a meeting of the governing body cannot be held for a lack of a quorum (normally 3 governors) or has to be terminated on that account before all agenda items have been completed, the clerk must convene a further meeting as soon as reasonably practicable. If the governing body decide to terminate the meeting before all agenda items have been completed, it must first fix the date and time for a further meeting at which the outstanding items will be considered and must direct the clerk to convene that meeting accordingly.

Register of Pecuniary Interests

Governors and Academy staff have a responsibility to avoid any conflict between their business and personal interests and affairs and the interests of the Academy. Each Governor is required to complete this register each year. A copy for you to sign is included in the supporting information and needs to be returned to the Head of Academy or the clerk of the RFS Trust.

Minutes

The clerk takes minutes of the Local Governing Body and sub committees meetings which are a record of what happens at that meeting. Once approved by the Local Governing Body the minutes are a public record and are displayed on the Academy’s Website.

How the Local Governing body is structured at Stalham Academy

The Local Governing Body will meet twice each term for a formal business meeting which looks at current issues within the Academy, takes a report from the head of Academy and also takes feedback from the sub committees.

Each subcommittee has a core membership and arranges its meetings within the group, however all governors are invited to attend subcommittee meetings where they feel they wish to be involved in a specific issue.

Governors on the present Local Governing Body

- Terry Cook – RFS Education Consultant (Chair)
- Valerie Moore – CEO/ Executive Headteacher
- Glenn Russell – Community Governor
- Phil Beecher – Community Governor
- Peter Young – Community Governor
- Suzanne Mitchell – Parent Governor
- Deborah Gillespie - Staff Governor

The Rightforsuccess Trust

The Rightforsuccess Trust is a small Norfolk Trust which works closely with the Department of Education and the Local Authority.

Trust:

- has overall responsibility for budget (at audit level)
- is responsible for reporting to Education Funding Agency (EFA)
- is the appointing body for all heads and deputies of academies within Trust, to ensure similar principles/ ethos apply across all Trust academies
- sets out the constitution of each Trust Academy through a Memorandum of Understanding
- can appoint/ dismiss directors/ governors
- is admissions authority for all Trust academies
- has overview of staffing and premises needs and takes macro decisions in relation to these
- is ultimate authority for safeguarding, welfare and education outcomes for all children at Trust academies

Trustees

- set the strategic direction for the Trust and are accountable ultimately to Department for Education (DfE)
- are so named to distinguish them from local governing bodies of individual trust academies
- are legally responsible for governance in all Trust academies and form the governing body of the original Trust academy

CEO

- is professional lead for the Trust

- must ensure performance management of all heads and deputies within Trust academies
- oversees all new appointments – appointments can only be made after review of staff needs at individual academy and across Trust as a whole
- directs the work of Trust level staff – finance, IT etc.

Useful terms and abbreviations

A

Admission limit the maximum number of pupils intended to be admitted into any year of a school

AEN Additional Educational Needs. A wider term than SEN, attempting to recognise additional needs

ACE Advisory Centre for Education. A non-profit making campaigning body, which provides educational advice to parents and others

AMP Asset Management Plan

Appeals parents have the right of appeal against decisions relating to admission to schools, special educational provision and exclusion from school

Appraisal the periodic reviewing of staff to identify their future needs in terms of training and staff development generally

APR Annual Performance Review

AQA Assessment and Qualifications Alliance. The largest examining board in the UK

AST Advanced Skills Teacher

Attainment target the knowledge, skills and understanding which pupils are expected to have by the end of each national curriculum key stage

AT Attainment Target

AWPU age weighted people unit. The sum of money allocated to the Academy for each pupil according to age. This is the basic unit of funding for the school

B

Ballot a method of voting, usually secret.

Baseline assessment assessment of pupils' attainment on entry

Benchmarking the technique which permits the comparison of data between schools or different departments and schools to allow performance to be assessed.

Best value replaces compulsory competitive tendering and confirms the need for all council services to be efficient, cost effective and responsive to client needs

BEST Behaviour and Education Support Teams

BIP Behaviour Improvement Programme

Budget share the amount schools receive through the formula and for which the governing body has delegated responsibility under the local management of Academy (LMS)

BME Black and Minority Ethnic

BSF building schools for the future. A 10 to 15 year programme for the rebuilding or refurbishing of schools

BV Best Value

C

CAF Common Assessment Framework

CC Children's Centre

Capital expenditure spending on building projects and large items of equipment

Casting vote an additional vote to be used by the chair when an equal number of votes are cast

Child protection governor the governor who oversees child protection

Clerk the person appointed to carry out administrative duties to the governing body such as preparing the agenda, managing meetings and dealing with correspondence. The clerk advises the governing body on legal and procedural matters

Collective worship a single act of worship for all pupils required to take place in maintained schools

CRB Criminal Records Bureau. An organisation created to protect children and vulnerable adults from abuse by identifying unsuitable employees and volunteers working with these vulnerable groups

COGS Co-ordinators of Governor Services

CPD continuing professional development

CVA contextual value added

D

DDA disability discrimination act

Delegated budget money which governing bodies can use to their discretion

Delegated powers committee or the Head Teacher permitted to take action on behalf of the governing body

DFES Department for Education and Skills

Devolved capital funding funding allocated to schools specifically for large capital projects

Directed Time when a teacher must be available to carry out duties, including attending staff and parents meetings under the direction of the Head Teacher

E

EBD emotional and behavioural difficulties

ECM Every Child Matters

EDP education development plan

EWO education welfare officer

Ex officio an individual who is able to attend meetings by virtue of holding a particular office

Exclusion pupils removed from schools for serious misconduct, either for a fixed period or permanent

Extended services a range of services or activities offered before or after the normal Academy day for the pupils, families and wider community

F

FTE_x Fixed Term Exclusion

FOI Freedom of Information

FSM free Academy meals

FTE full-time equivalent

H

H&S health and safety

HE higher education

HLTA higher level teaching assistant

HMI her majesty's inspector

HMCI her majesty's chief inspector

HSE health and safety executive

I

IBP Individual Behaviour Plan
ICT information and communications technology
IEP individual education plan, drawn up for children with special needs
IIP Investors in People
IMD Index of Multiple Deprivation
INSET in service education and training for staff
Instrument of government the legal document setting out the composition of the governing body
ISR individual Academy range
ITT initial teacher training

J

JAR Joint Area Review

K

KS Key Stage - the national curriculum is divided into four key stages, key stage one pupils aged five to seven, key stage two aged seven to 11, key stage three 11 to 14 and key stage four aged 14 to 16

L

LA Local Authority
LAC Looked After Children
LEA Local Education Authority
LMS Local Management of Schools where schools manage their own budgets
LSA Learning Support Assistant
LSC Learning and Skills Council

M

M&E Monitoring and Evaluation
MAT Multi-Agency Team
Mixed ability teaching group in which children of all abilities are taught together
MLD Moderate Learning Difficulty
MPS Main Pay Scale
MSB Mainstream Support Base

N

NAHT National Association of Head Teachers
NASUWT National Association of Schoolmasters and Union of Women Teachers
National curriculum the curriculum required by law to be taught in all schools.
The governing body shares with the LA and the Head Teacher the responsibility of ensuring that it is implemented
NCVQ National Council for Vocational Qualifications
NGA National Governors Association
NGFL National Grid for Learning
NRT National Remodelling Team
NRwS New Relationship with School
Notice to improve Ofsted judgement
NPQH National Professional Qualification for Head Teachers
NTA Non-Teaching Assistant
NQT Newly Qualified Teacher
NUT national union of teachers

NVQ National Vocational Qualification

O

Ofsted Office for Standards in Education. The body which arranges and sets education standards

P

PANDA performance and assessment data

PFI Private Finance Initiative

PGCE Postgraduate Certificate in Education

PI Performance Indicators

PIVATS performance indicators the value added target setting

PLASC Pupil Level Annual Academy Census

PM performance management

PoCA Protection of Children Act

PPA planning, preparation and assessment time for teachers (10% guaranteed non-contact time)

Prospectus information about an individual school. Must be published annually

PRU pupil referral unit

Q

QCA Qualifications and Curriculum Authority

QTS qualified teacher status

Quorum the minimum number of members at a meeting for decisions to be made

R

RA record of achievement

RAISE Reporting and Analysis for Improvement through Academy Self- Evaluation

RE religious education

Risk assessment assessment of the risks to health and safety pupils and staff are exposed to whilst undertaking specific activities

S

SAT's standard attainment tasks used to assess attainment at the end of key stages of the national curriculum

Academy profile an online report to parents

SDP/SIP Academy development plan/Academy improvement plan

SEF self-evaluation form

SEN special educational needs

SENCO special educational needs coordinator. The teacher responsible for coordinating SEN provision in the school

Secondments the release of staffing on a temporary basis for work elsewhere

SIMS schools information management system. A computer software package to assist with managing information on pupils, staff and resources

SIP Academy Improvement Partner

SLA service level agreement

SLD severe learning difficulty

SMT senior management team

SOC Academy organisation committee

Special measures a Academy which, when inspected has failed to provide an acceptable standard of education

Special Academy Academy for children and young people whose needs cannot be met in a mainstream school

Stakeholders person or group of people with an interest in a particular organization, for example a school, stakeholders being parents, staff, pupils, governors, the community etc.

Supply teacher a teacher who works in the Academy on a temporary basis to cover staff absence

T

TDA teaching and development agency

TLR's teaching and learning responsibilities

TTA teacher training agency

U

Unauthorised absence absence by pupils from Academy which is not otherwise authorised

UPS upper pay scale

V

VA voluntary aided. Schools set up by and owned by a voluntary body usually the church body largely financed by the local authority. The governing body employs staff, controls pupil admissions and religious education

Value-added the progress schools help pupils make relative to their individual starting points

Virement the transfer of certain sums of money from one budget heading to another