Belvue School

Roles for Governors

The governing body have three core functions:

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

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| Role | Named Governor  Key staff member | Area of focus | SDP focus | Outcomes |
| Safeguarding lead | Allison Blair/family workers/Sana B | Ensure the school has appointed a designated lead teacher  Ensure the school has appointed a designated teacher for looked after children  Attend the school half-termly multi-disciplinary safeguarding meeting  Ensure relevant safeguarding staff have up to date child protection training  Ensure all staff members have attended child protection training  Ensure that all GB members have undertaken child protection training  Ensure that at least one person on any appointment has had safer recruitment training  Ensure the single central register is up-to-date  Ensure that an effective child protection policy is in place, reviewed annually and available publicly  Ensure that a statement of procedures is in place for dealing with allegations of abuse against staff and volunteers  Ensure there are procedures in place to handle allegations against other children  Ensure that a procedure is in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns  Ensure that a staff behaviour policy (code of conduct) is in place  Monitor how pupils may be taught about safeguarding as part of a broad and balanced curriculum |  | All statutory safeguarding procedures are in place  100% of pupils report feeling safe in school  100% of parents report that their child feels safe in school |
| Post 16/Vocational Education lead | Ade Banjoko/Phillip Peterson | Ensure that the Post 16 curriculum offers a challenging English and Maths course for all pupils to support them in adult live  Ensure that there is a curriculum entitlement for all pupils to a meaningful vocational experience to support them in their adult life  Ensure that the timetable for Post 16 is appropriate, varied and equally accessible to all pupils  Ensure that external partners offer good quality experiences to all pupils  Ensure that pupil outcomes are in line with the expectations of the SEND Code of Practice (2015)  Ensure that the attendance and punctuality of Post 16 pupils is in line with national expectations  Ensure that the new building is adequately resourced and meets all safeguarding regulations  Ensure that the transition from KS4 to 5 effectively supports young people and their families  Ensure that services are in place to effectively support transition onto adulthood for young people and their parents  To ensure that the catering facilities at the new site are of a very high standard | To raise the standard of progress and attainment through delivering good and outstanding lessons | The Post 16 provision is judged outstanding by Ofsted  100% of pupils go onto work or college  100% of pupils state that they are confident to transition to the next stage of their lives |
| Pupil progress Lead | Helen Green/Christina O Connor | To monitor data to ensure that all pupils from different groups and starting points make good or outstanding progress  To monitor the use of classroom monitor as a tool for collecting evidence base assessments of pupils  To scrutinise pupils work to ensure that work is challenging and assessment procedures are followed  To ensure that the assessment system for the school is fit for purpose.  To ensure that the assessment system provides the information needed for teachers to plan for the next stage of learning for individual pupil  To ensure that the assessment system provides challenge in learning through appropriate target setting  To ensure that the assessment system provides accurate information for school monitoring and action planning at an individual and school level | Classroom monitor is fit for purpose and rigorous in making judgements about pupil performance and progress | All pupils make good and better progress  Individual and groups of pupils are identified early if they are not making expected levels of progress  School leaders and Governors are provided with robust data to support them in making sound judgements about all aspects of school life |
| Finance Lead | Allison Blaire/Claire Preston | To chair the monthly finance committee  To ensure the GB have clarity of vision, ethos and strategic direction for the finances of the school in line with the school development plan  To guide Governors in overseeing the financial performance of the school and making sure its money is well spent.  Set a balanced budget  To lead on monitoring the budget monthly to achieve the aims and objectives agreed and incorporated within the School Development Plan.  To ensure a framework for the delegation of any part of budget management to committees and staff  To establish limits of delegation to its committees and staff and reporting/monitoring procedures.  To ensure that appropriate regulations are established for tendering of contracts and commitment to expenditure in line with the LA’s Standing Orders and Financial Regulations.  To ensure that solvency and probity are maintained in all aspects of the financial arrangements of the school.  To ensure that additional funding, such as pupil premium and sports funding, has a measurable impact on specific pupils or pupil groups.  To ensure that the schools private funds, as raised through FABs, are audited annually |  | The budget is effectively managed  There is outstanding value for money  The auditor report confirms that all the systems in place for the financial management of the school are in keeping with good practice and DfE guidance |
| Staffing Lead | Allison Blair /Shelagh  O’Shea/Claire Preston | To ensure that the staffing structure for the school provides outstanding education for all pupils  To ensure that the management and leadership team have capacity to lead the school effectively  To monitor staff absence  To support the leadership team with the process of appointing new staff  To support GB in holding the headteacher to account for the educational performance of the school and its pupils  To ensure that all staff are performance managed in a timely fashion  To support the school with succession planning | To raise the standard of progress and attainment through delivering good and outstanding lessons | Teaching and learning in the school is outstanding  The school has a stable workforce that is fit for purpose |
| Health and Safety/Premises | Vacancy/Dave Shaw | To ensure that an up-to-date action plan is in place for premises and fully costed.  To ensure that GB/finance committee are kept informed of the progress of the action plan and associated costs  Ensures emergency procedures are in place  Health and Safety policy is up-to-date  Risk assessments in place |  | The new building is maintained to a high standard and matches the demands for the education of pupils in the 21st century with complex learning needs  The school is compliant with Health and Safety regulations |
| Therapy | Barbara W/TBC | To ensure that the therapy structure for the school provides outstanding support for all pupils  To support the leadership team with the process of appointing new therapist  To monitor the attendance of therapists  To ensure that the school has the staffing capacity to effectively undertake multi-agency work to support pupils  To monitor and evaluate interventions and update GB on the effectiveness of provisions ensuring equitability  To ensure that all therapist are performance managed | To raise the standard of progress and attainment through delivering good and outstanding lessons | The provision of therapy at the school is outstanding. |
| Core Curriculum | Lynn Young /Mike Baldwin/Jamilah | To ensure that the core curriculum (Eng/Maths) has clear intent that matches the needs of the pupil population.  To ensure that the design of the curriculum is implemented effectively to impact on pupil progress and learning  To ensure that the curriculum is ambitious and challenging  To ensure the curriculum encompasses learning outside the classroom and is creative  To ensure that the curriculum is review in a timely manner | To raise the standard of progress and attainment through delivering good and outstanding lessons | The curriculum is broad, rich, ambitious and challenging  The curriculum is up-to-date and delivers outstanding lessons across the school  Pupils make good and better progress |
| Parental engagement | M Flynn/ Sarah Grimstone | To ensure that the structure for parental engagement is effective in supporting all parents engage in their child’s education.  To ensure that communication between home and school is effective  To liaise with the lead teacher for parental engagement to alert Governors to any issues that require additional funding to support parental engagement  To work closely with the resource and finance committee to support the school to gain equitability of funding with the other special schools in Ealing | Good and outstanding progress for all pupils | Governors confident that parents and carers are fully involved in their child’s education  Governors are confident that there are diverse opportunities for engaging parents and that these reflect the diversity of the school community |