



PARKLANDS JUNIOR SCHOOL



**ROLES AND RESPONSIBILITIES
A GUIDE FOR GOVERNING BODIES
AND HEADTEACHERS
OF MAINTAINED SCHOOLS**

Roles and Responsibilities

At the Governing Board meeting on 3 November 2014, the Governors of Parklands Junior School approved the following Roles and Responsibilities for the Board, its two Committees and the Head teacher.

This was to meet the drive for governing boards to be no bigger than necessary and secure the range of skills they need to be effective in their primary role of holding leaders account for the delivery of the Governors vision for the School.

The structure set out in this document, is an attempt to capture, in one document, the regulations as they apply to the whole Governing Board, the Chair, the Head Teacher and how decision making can be delegated to two Committees.

The following documents were used in compiling this schedule of roles and responsibilities:

- *The School Governance (Roles, Procedures and Allowances)(England) Regulations 2013*
- *The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 Departmental advice for school leaders and governing bodies of maintained schools and management committees of PRUs in England – January 2014*
- *Statutory Policies for schools – September 2014*
- *National Governors' Association Maintained Governing Body Delegation Planner– Aug 2014*

The Parklands Junior School Governing Board acknowledges the guidance within the Ofsted Inspection Handbook, which identifies specific areas of governance which Inspectors should explore during an inspection and this is included in Appendix A, whilst Appendix B includes the Ofsted descriptors for the quality of leadership and management in schools.

Parklands Junior School Governing Board

Core functions of GB:

- Ensuring that the vision, ethos and strategic direction of the school are clearly defined;
- Ensuring that the headteacher performs his or her responsibilities for the educational performance of the school;
- Ensuring the sound, proper and effective use of the school's financial resources.

The School Governance (Roles, Procedures and Allowances)(England) Regs 2013

The following decisions/actions **must** be taken by the full Governing Board:

Staffing

- Appointment of selection panel for Headteacher, Deputy Headteacher or any other member of the senior leadership team
- Establish and review procedures for addressing staff discipline, conduct & grievance

Extended services (if decided by GB to be offered)

- To determine whether to offer additional activities (extended school) and what form these should take
- To decide whether to stop providing (extended school) activities

Premises & Insurance

- Buildings Insurance and personal liability (GB to seek advice from LA, diocese or trustees where appropriate)

School Organisation

- To decide whether to convert to academy status
- Propose to alter voluntary foundation or foundation special school
- Propose to discontinue voluntary foundation of foundation special school

GB Procedures

- To draw up an instrument of government and any amendments thereafter
- To appoint (and remove) the chair and vice-chair of the Governing Board
- To appoint and dismiss the clerk to the Governing Board
- To appoint (and remove) community or co-opted governors
- To appoint LA governors if constituted under the 2012 regulations
- To consider whether or not to exercise delegation of functions to individuals or committees
- To regulate the Governing Board procedures (where not set out in law)
- To set up a register of governors' business interests
- To approve and set up a governors' expenses scheme

Federations

- To consider forming a federation or joining an existing federation
- To consider requests from other schools to join the federation
- To leave a federation

Policies and other statutory documents which must be agreed by the full Governing Board:

- Special educational needs policy – GB free to determine frequency of review
- Staff discipline, conduct and grievance (procedures for addressing).
- Behaviour principles written statement
- Support pupils with medical conditions

ROLE OF THE CHAIR / VICE CHAIR

The Chair, with support from the Vice Chair, is responsible for ensuring the effective functioning of the Board. It is the Chair's role to give the Board clear leadership and direction, keeping it focused on its core functions. The Chair should encourage governors to work as an effective team, building their skills, knowledge and experience. He/she needs to ensure that all governors are actively contributing relevant skills and experience, participating constructively in meetings, and playing their part in the work of any committees. It is the Chair's role to make sure every governor knows what is expected of them and receives appropriate induction and training. It is for the Chair to have honest conversations, as necessary, if governors are not pulling their weight.

The Chair must not exercise as an individual any of the functions of the Board except where this has been sanctioned by the Board, or in the specific circumstances permitted in the regulations. The Chair is permitted to act in cases of urgency where a delay in exercising the function would be likely to be seriously detrimental to the interests of the school, a pupil, parent or member of staff.

The regulations set out the procedure for appointing a Chair and Vice-Chair from among the existing members of the Board. The focus should be on appointing someone with the skills for the role, not just the willingness to serve. It is possible to appoint more than one person to share the role of Chair, or similarly the role of Vice Chair, if the Board believes this is necessary and in the best interests of the school. The Board would need to ensure that any role-sharing arrangement does not lead to a loss of clarity in its leadership.

Succession planning arrangements should be in place so that any change in the Chair does not impede the Board's effectiveness. Although the regulations do not place any restrictions on this, the Board should consider carefully how many times they re-elect the Chair to a new term of office. In some circumstances, a change of Chair may be necessary for the Board to remain invigorated and forward looking.

The Board may decide that none of its existing members has the appropriate skills to serve as its Chair. Nothing in the regulations prevents boards advertising for and recruiting a highly skilled Chair from outside its current membership. The successful candidate would need to be appointed to a vacant position on the Board prior to being elected as chair in accordance with the regulations.

The National College for Teaching and Leadership has developed a national programme of leadership development training for vice, existing and aspiring chairs.

The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 Departmental advice for school leaders and governing bodies of maintained schools and management committees of PRUs in England (January 2014)

LEADERSHIP & MANAGEMENT COMMITTEE

Decisions and actions which have been delegated at the Governing Board meeting of Parklands Junior School held on 3 November 2014:

Budgets

- To approve the first formal budget each financial year
- To monitor monthly expenditure
- To enter into contracts (up to a value of £75,000 – contracts above this level are to be referred back to the full Governing Board).

Staffing

- To make decisions in line with the pay policy and legal requirements.
- Dismissal of Headteacher.
- Suspension and ending of suspension of Headteacher.
- Ending suspension of staff other than the Headteacher.
- Setting the overall staffing structure.
- Determining dismissal payments/early retirements.

Performance Management

- To appoint a panel to carry out the appraisal of the Headteacher.

Health and safety

- To ensure health and safety policy (LA) and procedures are in place.

Information for parents

- To establish a Freedom of Information scheme and ensure the school's compliance.
- School information published on website (*to be updated as soon as possible after a change and at least annually*). *School Information Regulations 2012.*

Policies

To approve, review as appropriate and monitor the impact of the following policies:

- Charging and remissions policy - to be reviewed annually, when setting the School Budget.
- Pay Policy - To be reviewed annually and kept up to date to take into account any legal changes in staffing structure which impact on any discretionary pay decisions.
- Teacher appraisal – to be reviewed every two years.
- Data Protection Policy – to be reviewed every two years.
- Complaints Procedure - to be reviewed every two years.
- Staff Capability procedure - to be reviewed every two years.
- Governors' allowances (scheme for paying) - to be reviewed every two years.
- Procedures for dealing with allegations of abuse against staff - to be reviewed every two years.
- Accessibility Plan – to be reviewed every three years
- Premises Management – An overview of the legislation and compliance requirements, see the Compliance Monitoring for Council Buildings report available from the Federation of Property Societies' website <http://www.fedps.org.uk/>

TEACHING & STANDARDS COMMITTEE

Decisions and actions which have been delegated at the Governing Board meeting of Parklands Junior School held on 3 November 2014:

Curriculum

- Ensure National Curriculum (NC) taught to all pupils
- To decide which subject options should be taught having regard to resources and implementation provision of flexibility in the curriculum (including activities outside the school day).

Religious Education

- Responsibility for ensuring that provision of RE meets statutory requirements and/or the requirements of any trust deed.

Discipline/exclusions

- To review the use of exclusion and to decide whether or not to confirm 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 – delegated to Chair/Vice Chair in cases of urgency.

Admissions

- To appeal against LA directions to admit pupil(s)

Inclusion and equality

- Establish and publish annually an 'Equality information and objectives statement' and review objectives every four years
- To designate a 'responsible person' for children with SEN and Pupil Premium.

Monitoring of School Academic Performance

To review the impact of quality of teaching and marking policies in delivering good and accelerated progress in all year groups and to pupil categories.

Policies

To approve, review as appropriate and monitor the impact of the following policies

- Home School Agreement – To be reviewed every three years.
- Child protection policy and relevant procedures – To be reviewed every three years.
- Sex education policy – To be reviewed every three years.
- Behaviour principles - To be reviewed annually.

ROLE OF THE HEADTEACHER

The Headteacher's responsibilities include-:

- The internal organisation, management and control of the school;
- The educational performance of the school.

The Headteacher is accountable to the Governing Board for the performance of all his or her responsibilities and **must** comply with any reasonable direction of the Governing Board.

The Governing Board will determine with the Headteacher how it will hold the Headteacher to account for the performance of his/her duties and agree the format and frequency of reporting.

The following decisions/actions are to be undertaken by the Headteacher.

Staffing

- Appoint all teachers other than those on the Leadership Team.
- Appoint non-teaching staff.
- Initial dismissal of staff.
- Suspension of staff (except Head).
- Produce and maintain a central record of recruitment and vetting checks.

Curriculum

- To consider any disapplication for pupil(s).
- To establish and review a sex 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.
- To ensure that all pupils take part in a daily act of collective worship in line with statutory requirements.

Extended services (if decided by GB to be offered)

- To put into place the additional services provided.

Performance Management

- To carry out appraisal of other teachers.

Discipline/exclusions

- To draft the content of the school behaviour policy and publicise it to staff, students and parents.

Health & safety

- To ensure health and safety regulations are followed.

School Organisation

- To ensure school lunchtime nutritional standards are met.
- To maintain a register of pupil attendance.
- To ensure provision of free meals to those pupils meeting the criteria.
- School behaviour – Headteacher to determine frequency of review and draft the content of the school behaviour policy and publicise it to staff, students and parents.

Appendix A

Inspection Considerations about Governance

During an Inspection, Inspectors should consider whether governors:

- carry out their statutory duties, such as safeguarding, and understand the boundaries of their role as governors
- ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain
- ensure clarity of vision, ethos and strategic direction, including long-term planning (for example, succession)
- contribute to the school's self-evaluation and understand its strengths and weaknesses, including the quality of teaching, and reviewing the impact of their own work
- understand and take sufficient account of pupil data, particularly their understanding and use of the school data dashboard
- assure themselves of the rigour of the assessment process
- are aware of the impact of teaching on learning and progress in different subjects and year groups
- provide challenge and hold the headteacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results; or whether they hinder school improvement by failing to tackle key concerns or developing their own skills
- use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics
- ensure solvency and probity and that the financial resources made available to the school are managed effectively
- are providing support for an effective headteacher
- monitor performance management systems and understand how the school makes decisions about teachers' salary progression, including the performance management of the headteacher, to improve teaching, leadership and management
- engage with key stakeholders
- are transparent and accountable, including in terms of recruitment of staff, governance structures, attendance at meetings, and contact with parents and carers.

Ofsted School Inspection Handbook, July 2014, for use from September 2014

Appendix B

Ofsted Grade descriptors –

Quality of leadership in and management of the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a ‘best fit’ approach that relies on the professional judgement of the inspection team. There is detailed guidance on evaluating safeguarding arrangements in ‘Inspecting safeguarding in maintained schools and academies’.

Outstanding (1)

- The pursuit of excellence in all of the school’s activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.
- All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school’s performance and of staff and pupils’ skills and attributes.
- Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school’s performance.
- Excellent policies underpin practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy.
- Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers’ improvement. As a result, the overall quality of teaching is at least consistently good and improving.
- The school’s curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils’ behaviour and safety, and contributes very well to pupils’ academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.
- The school’s actions have secured improvement in achievement for disadvantaged pupils, which is rising rapidly, including in English and mathematics.
- The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.
- Senior leaders in the school work to promote improvement across the wider system including, where applicable, with early years providers to raise the proportion of children who are well prepared to start school.
- The school is adept at identifying any child at risk of harm and engaging with partners to respond appropriately. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.
- Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.
- Leaders have ensured that early years and/or sixth form provision is highly effective.

Good (2)

- Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.
- Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.
- Self-evaluation is thorough and accurate, and the school's actions are carefully planned, concerted and effective.
- Well thought out policies ensure that pupils make at least good progress in literacy.
- Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated.
- The school's curriculum encourages a thirst for knowledge and understanding and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence. It contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes good behaviour and a good understanding of safety matters.
- The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising, including in English and mathematics.
- The culture of the school is characterised by high expectations and aspirations for all pupils.
- The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.
- Leaders ensure that staff are well trained in identifying pupils at risk of harm and responding appropriately. The school's arrangements for safeguarding pupils meet statutory requirements.
- Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.
- Leaders work effectively with early years providers and other schools to ensure children's smooth transition into school.
- Leaders have ensured that early years and/or sixth form provision is effective.

Requires improvement (3)

- Leadership and management require improvement because they are not good but are demonstrating the capacity to secure improvement in the school.

Inadequate (4)

Leadership and management are likely to be inadequate if **any** of the following apply.

- Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.
- Improvements that have been made are unlikely to be sustainable, are too slow or are dependent on external support.
- Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision.

- Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs. The organisation of the curriculum and classes is resulting in some pupils achieving less well than they should.
- Leaders and managers are not taking sufficiently effective steps towards securing good behaviour from all pupils and a consistent approach to discipline.
- The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early. Pupils' achievement, physical well-being and enjoyment of learning are significantly impaired. The range of subjects is too narrow and does not provide preparation for the opportunities, responsibilities and experiences of life in modern Britain. Too little is being done to promote the effective spiritual, moral, social and cultural development of the pupils.
- The progress in English or in mathematics of disadvantaged pupils is falling further behind the progress of other pupils with similar prior attainment nationally or in the school.
- Poor literacy is not being tackled urgently and this is impeding pupils' progress.
- Governors are not sufficiently diligent in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources.
- Leaders and governors, through their words, actions or influence, undermine the promotion of tolerance of and respect for people of other faiths, cultures and lifestyles, and so do not support and help prepare pupils positively for life in modern Britain.
- The school's strategies for engaging with parents are weak and parents express little confidence in the school.
- The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident. The school fails to identify pupils at risk of harm when it might reasonably have done so.
- Leaders have neglected early years and/or sixth form provision such that it is ineffective.