



# **Harrietsham C E Primary School Terms of Reference & Standing Orders For the Procedural Working of the Governing Board (Committee Model)**

*“We are a warm, welcoming and inclusive school rooted in our rural community. Like the mustard seed we grew from tiny beginnings and our branches are now spread wide -providing support and taking our values beyond the school gates. All those in our community feel safe and nurtured - able to flourish and grow academically, spiritually, emotionally and physically to achieve their full God-given potential”*

**Approved and adopted by the Governing Board of Harrietsham C E Primary School.**

**Date: 16<sup>th</sup> September 2025**

**Review Date: Autumn Term 2026**

**The governing board will always operate in accordance with the requirements of the Education Act; the School Governance Regulations; the Local Authorities Scheme for Financing Schools; the Local Authorities Financial Regulations and Procedures and all other relevant legislation. These terms and standing orders will be reviewed at least annually.**

## Outline

Whilst the Governing Body (known as the board) as a whole remains responsible for the governance function, in this model there are two distinct areas of work delegated by them to a curriculum and learning committee and finance, resources and personnel committees.

An annual planner and agenda for each meeting will include the tasks which either the full board or committee is to consider.

The curriculum and learning, finance, resources and personnel committees focus on the delivery of the annual school improvement plan in their respective areas, they may liaise and consult together where necessary, undertake monitoring and evaluation activities against these priorities and report to the full board. In each case where a function has been delegated there is a statutory duty to report any findings, actions, or recommended decisions to the board at its next meeting. These reports will in turn inform collective strategic decision making by the board.

The board may consider additional committees i.e., church school boards may want to consider how they ensure the Christian distinctive character of the school is maintained, as part of its annual self-evaluation. When deciding on the number of committees required for the board to be able to undertake its work effectively the wellbeing and workload of staff, headteachers and governors attending meetings must be considered by referring to the DfE guidance - [Improve workload and wellbeing for school staff](#).

In addition to committees, the board to ensure its core functions are fulfilled, will delegate monitoring responsibilities for the DfE identified individual roles and those focused on the priorities of the School Plan.

Terms of Reference (TORs) must be drafted and agreed for any additional committees and incorporated within this document. Items in red are for discussion and decision by the board before adoption. This document should be personalised to suit your board's requirements.

The board must meet at least three times each year to consider reports, committee minutes and recommendations, make decisions and conduct routine business.

This document has been prepared in such a way that tasks may be referenced for delegation purposes.

Please note where some actions are required more than once during the academic year the board must manage how tasks are fulfilled.

This document includes guidance for the statutory/link governor roles e.g. SEND, safeguarding, careers (secondary), finance, health & safety (KCC)

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## Terms of Reference for Harrietsham C E Primary School Governing Board

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance. The board has resolved to conduct its business by adopting the committee model structure and to delegate statutory functions to:

- a curriculum and learning committee, and
- a finance, resources and personnel committee

In addition, the board will appoint the DfE identified individual delegated governor roles of:

- Safeguarding, which includes online safety
- SEND

Your Local Authority may require the board to also appoint delegated governors for:

- Finance
- Health and safety

It is recommended by The Education People Governor Services that boards also carefully consider the following link governor positions:

- Pupil Premium – as identified in DfE PP statement
- Attendance – as identified in the DfE [attendance guidance](#)
- Cybersecurity - as identified in DfE [meeting digital and technology standards in schools](#)
- Training and development – DfE recommended for focus on the development needs of the board
- Whole school wellbeing
- Early years

Having delegated governors does not reduce the collective accountability of the board for all its functions. The board will need to ensure that its agenda and reporting mechanisms enables all board members to have a collective strategic overview for all delegated monitored areas to enable accountability and effective informed decision making.

The maintained board has three strategic core functions:

1. that the vision, ethos and strategic direction of the school are clearly defined
2. that the headteacher performs their responsibilities for the educational performance of the school
3. the sound, proper and effective use of the school's financial resources

The Academy board has 3 core purposes:

1. strategic leadership
2. accountability and assurance
3. strategic engagement

All governors are required to abide by the Board's Code of Conduct and must indicate their acceptance via GovernorHub.

The main responsibilities to be managed by the board are outlined below

**Items in bold within each section may be delegated and reported back to the board.**

## 1. Governing Body Operational Business

- 1.1. To ensure focus on the three strategic core functions.
- 1.2. To review and revise Instrument of Government at Full Governing Body (FGB) for approval by LA and/or foundation trust
- 1.3. To review the standing order for election of the chair and vice chair including the length of the term of office – *the end of term of office dates must be recorded in the FGB minutes.*
- 1.4. Elect (or remove) the chair and vice chair.
- 1.5. To appoint (or remove) the chair for all committees, or delegate to committee to elect the chair
- 1.6. To appoint (or dismiss) the clerk/governance professional to the full board and its committees
- 1.7. To hold at least three board meetings each year for school business
- 1.8. To appoint co-opted governors.
- 1.9. To appoint partnership governors (*where this category of governor is listed on the Instrument of Government*)
- 1.10. To appoint any associate members to committees, agreeing any voting rights for such committees, and ensuing details are published on the school website.
- 1.11. To nominate and appoint (after Local Authority approval) the Local Authority (LA) governor
- 1.12. To suspend or remove/recommend removal of a governor. (*Foundation governors can only be removed by their appointing body; LA governors can only be removed by the LA*)
- 1.13. To decide monitoring priorities.
- 1.14. To assign governors to monitor the priorities of the School Improvement Plan in accordance with the attached terms of reference.
- 1.15. To appoint the DfE identified individual delegated governor roles of safeguarding, SEND, careers (secondary) and LA required roles of finance and health & safety based on skill set and expertise.
- 1.16. To consider appointment of additional link governor roles, such as pupil premium, attendance, cyber security, whole school wellbeing, early years, attendance
- 1.17. To ensure at least one member of the Governing Body to have undertaken basic cyber security training [meeting digital and technology standards in schools and colleges guidance](#)
- 1.18. To receive written reports from individuals to whom a delegated or monitoring function has been made and to consider whether any further action or decision by the board is necessary (statutory duty)
- 1.19. To annually review the delegation arrangements
- 1.20. To annually review and approve the board monitoring visits policy and monitoring schedule.
- 1.21. To appoint a recruitment selection panel for headteacher/executive leader/deputy headteacher and ensure at least one member of the panel has completed Safer Recruitment Training.
- 1.22. To approve or decline decisions of appointed selection panel.

- 1.23. To recruit, for board approval, new governors as vacancies arise ensuring the board has all the necessary skills to be effective.
- 1.24. To ensure all governors have an enhanced Disclosure and Barring Service (DBS) and section 128 check. *For new LA maintained governors, applications must be submitted to the DBS within 21 days of election or appointment*
- 1.25. To approve the Board Code of Conduct and ensure all governors abide by its principles.
- 1.26. To approve and set up a governors' allowances policy.
- 1.27. To regulate and agree the board's procedures where not set out in law and record these as standing orders.
- 1.28. To delegate to the headteacher the functions as described in the Delegation of Functions to Headteacher Standing Order (Section 8)
- 1.29. To agree and arrange a suitable induction process and mentoring for newly appointed or elected governors which includes safeguarding and child protection (and online safety) and PREVENT training.
- 1.30. To consider the DfE recommended appointment of a training and development governor to audit individual and collective development needs and from evaluation, promote appropriate training.
- 1.31. To regularly audit and evaluate the impact of governance to inform the structure of the board
- 1.32. To ensure the headteacher provides such reports as requested by the board to enable it to undertake its role.
- 1.33. To ensure the relevant governor information is published on the school website, GIAS and LA database as required under statutory duties.

## 2. General

- 2.1. Regularly review the vision and values of the school and ensure that these are shared with all stakeholders.
- 2.2. To take an active role in school self-evaluation identifying success and areas requiring improvement.
- 2.3. To annually approve the costed School Improvement Plan for priority accuracy; regularly holding the leaders to account against the milestones and monitoring against an agreed board monitoring schedule.
- 2.4. To regularly review the impact of additional funding eg, Pupil Premium, Sports Premium etc.
- 2.5. To regularly receive data/reports on areas suggested in the [Maintained Governance Guide](#) / [Academy Trust Governance Guide](#) including including: progress, attainment, attendance, behaviour suspensions/exclusions
- 2.6. To review regularly how the school is regarded by pupils and parents.
- 2.7. To ensure the school has in place all *statutory policies* and to keep these under **regular review**, consulting with representative stakeholders as appropriate.

- 2.8. To approve *statutory* policies (including those able as instructed by the DfE, delegated to committees) for recommendation or approval as appropriate ensuring their impact and compliance
- 2.9. To establish procedures for: [regulation of conduct and discipline of staff and any grievance process](#)
- 2.10. To ensure there is a process in place for the approval of school trips and the school's procedures for educational visits ensure the safety and welfare of the pupils, staff and volunteers.
- 2.11. To approve any school trips overseas; trips involving travel by air or by sea and trips involving one night's absence or more.
- 2.12. To ensure the school has a board approved, up to date, complaints policy published on the school website, with stakeholders knowing how to raise concerns and make a complaint.
- 2.13. To have regard to the professional advice given by the clerk as the governance professional
- 2.14. To ensure that the board complies with all other legal duties placed upon them as shown and updated within the Governance Guides.
- 2.15. In VA and foundation schools, to be aware of additional responsibilities eg. employment, premises, and admissions
- 2.16. To ensure the [school food standards](#) are being met.
- 2.17. To abide by the Human Rights Act 1998.

### **3. Inclusion and Equality**

- 3.1. To establish and approve a special educational needs (SEND) policy.
- 3.2. To publish and update at least annually a SEND information report, meeting requirements set out in the Special Educational Needs and Disability Regulations
- 3.3. To ensure the board comply with statutory duties from the SEND code of practice and most recent edition of Keeping Children Safe in Education (KCSIE) in respect of pupils with special needs, and having appointed a SEND governor, receive monitoring reports from link governor.
- 3.4. To abide by the [Equality Act 2010](#) and ensure the school complies with statutory guidance. *As public bodies LA maintained schools must comply with the public sector equality duty. This means you must publish:*
  - *details of how your school complies with the public sector equality duty - you must update this every year.*
  - *your school's equality objectives - you must update this at least once every 4 years.*
- 3.5. To abide by the Human Rights Act 1998.
- 3.6. To receive reports on bullying, homophobic and racial incidents.
- 3.7. To ensure the school adheres to [statutory guidance](#) in relation to school uniform.
- 3.8. To ensure the accessibility plan is fit for purpose.

### **4. Safeguarding**

- 4.1. To ensure statutory compliance with the most recent edition of KCSIE and its associated policies including adopting and reviewing annually the most recent edition of the LA child protection policy and relevant procedures.

- 4.2. To ensure the board comply with duties from the most recent edition of KCSIE, and having appointed (as DfE required) identified safeguarding, and SEND governors, receive link governor reports.
- 4.3. To ensure *all* governors have read and understood the most recent edition of KCSIE and have regard to its guidance.
- 4.4. To receive confirmation that every member of school staff has read and understood the most recent edition of [KCSIE](#) part 1 or Annex A, as determined by the board in consultation with the headteacher.
  - *Governing bodies should ensure that those staff who do not work directly with children read either Part one or Annex A*
- 4.5. 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 PREVENT duty within the child protection policy.
- 4.6. To ensure *all* governors have undertaken safeguarding training, including Child Protection, online safety and PREVENT training regularly to equip them in their strategic role.
- 4.7. To receive regular safeguarding reports from the executive leaders in addition to the [annual safeguarding report](#) to the board.
- 4.8. To ensure the governing board are aware of their roles and responsibilities regarding monitoring and filtering and cyber security within school/s

## 5. Curriculum

- 5.1. Ensure national curriculum is taught to all pupils
- 5.2. To ensure the curriculum is ambitious and designed for all learners particularly the most disadvantaged and those with SEND or high needs to give them the knowledge and cultural capital they need to succeed in life.
- 5.3. To ensure the curriculum is broad and balanced by understanding the intent, implementation, and impact.
- 5.4. To ensure the British values are embedded within the curriculum, preparing pupils for life in modern Britain.
- 5.5. Ensure statutory provision of career guidance for Years 8-13 by:
  - Ensuring arrangements are in place to allow a range of education and training providers access all pupils in Years 8-13 to inform them about approved technical education qualifications and apprenticeships (secondary).
- 5.6. A policy statement setting out the career guidance arrangements is published on the school website (secondary).
- 5.7. To consider recommendations from external reviews of the school (eg, Ofsted, school improvement advisers, Governor Services, safeguarding), reviewing and evaluating any agreed actions to ensure impact.

## 6. Budget

- 6.1. To ensure all financial decisions above those delegated by the board to the headteacher are agreed at board meetings.

- 6.2. To ensure compliance with the [LA Scheme for Financing Schools](#)
- 6.3. To operate within the LA's Financial Regulations, Controls and Procedures.
- 6.4. To annually analyse and approve a three-year budget which shows clear links to the School Improvement Plan.
- 6.5. To approve, monitor and submit to the LA a recovery plan where revenue deficit rises above 5% on 31 March of any year.
- 6.6. To approve and review for impact and delivery, a costed school improvement plan.
- 6.7. To annually in the autumn term, approve and then regularly review the LA [financial risk register](#) (template on Kelsi).
- 6.8. To annually review and approve the finance policy and LA recommended levels of delegation.
- 6.9. To undertake [financial benchmarking](#) and report back to the board.
- 6.10. To establish and annually review and approve the charging and remissions policy.
- 6.11. To enter into contracts following agreed financial limits and processes with board approval (in finance policy); for contracts and purchases greater than £8,000 but less than £50,000, three written quotations must be obtained. For contracts and purchases £50,000 and over, no fewer than three competitive tenders must be sought and document in minutes.
- 6.12. To approve virements as set out and agreed in the finance policy (**insert amount here**).
- 6.13. To approve any assets to be written off and disposed of, at a board meeting and document within the minutes.
- 6.14. To approve debts up to £1000, which are required to be written off, after every effort has been made by the headteacher and governors to recoup the monies, with the decision made and documented in minutes.
- 6.15. To make decisions in respect of service agreements following agreed delegation of financial limits and insurance limits and document in minutes (scheme for financing schools).
- 6.16. To draft, approve and submit the SFVS by 31 March and ensure remedial actions are cleared within specific deadlines.
- 6.17. To receive six separate budget monitoring reports at board or committee meetings with commentary from the operational business lead, which will include the impact of any change, both positive and negative to the three-year budget plan. ([SFVS Q3 requirement](#)). *Any recovery plan for budget with a deficit must be monitored for implementation and impact.*
- 6.18. For the chair and chair of finance to receive monthly budget reports.
- 6.19. For board to receive regular written committee reports.
- 6.20. To effectively manage and review resources for financial efficiencies and maximise pupil outcomes ensuring value for money.
- 6.21. To monitor, audit and evaluate all school policies and procedures related to fraud, gifts and hospitality, and document compliance in board minutes.
- 6.22. To agree the annual strategic action plan for the pupil premium spend and monitor how all specialist funding is spent (ie, PE and sports premium, and the pupil premium).
- 6.23. To appoint a finance governor with financial skills

- 6.24. To ensure financial succession planning within the board.
- 6.25. To review and take account of any consultations to change the LA Scheme for Financing Schools

## **7. Staffing, Appraisal and Performance Management**

- 7.1. To annually determine the staff structure following recommendation from the relevant committee.
- 7.2. To annually review and approve the appraisal policy, recruitment policy and ensure the statutory guidance [Induction of Early Career Teachers](#) is followed.
- 7.3. To ensure the school meets its statutory and contractual obligations with regards to pay.
- 7.4. To establish, review and annually approve the appraisal and pay policies, ensuring they match the Terms of Reference, including the criteria and framework for pay decisions in line with the most recent edition of the School Teachers Pay and Conditions Document.
- 7.5. To determine the annual budget for pay and any uplift to be applied to the school's pay scales for teachers and support staff.
- 7.6. To determine which functions are to be delegated to the pay panel/headteacher.
- 7.7. To appoint the headteacher performance management panel (HTPM) (best practice of three skilled and trained governors, to include the chair of the board. The chair of the full board must not be appointed as the chair of the panel. The vice chair does not sit on this panel alongside side the chair).
- 7.8. To appoint in order to assist the panel, an external adviser for advice and support, on the headteacher's appraisal, and to consult that adviser on setting objectives for the headteacher (statutory duty, [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#))
- 7.9. To undertake the executive lead/headteacher appraisal (best practice before 31 December each year).
- 7.10. To take into account the headteacher standards for excellence.
- 7.11. To appoint the pay panel to undertake the pay panel process (best practice, three skilled and knowledgeable governors, ensuring different governors serve on the pay panel to those that serve on HTPM panel).
- 7.12. To agree total pay award following recommendation from pay panel.
- 7.13. To agree any pay award for the headteacher/executive leader following recommendation from the headteacher performance management panel.
- 7.14. To monitor the application and effectiveness of the pay policy, ensuring pay decisions are linked to evidence of performance and the criteria for pay progression are applied consistently, fairly and objectively.
- 7.15. To consider structural solutions upon resignation/retirement of executive lead/headteacher.
  - Boards should seek the advice and support of the LA prior to decision making.

- 7.16. To approve executive leader/headteacher and deputy headteacher appointments and starting salary, subject to necessary checks, following recommendations from the board approved selection panel.
  - For LA maintained community and voluntary controlled schools, this action requires the consideration of LA advice from an LA external adviser.
  - For voluntary aided (VA) and foundation schools – governors should decide whether the director of education/diocesan authority and LA should have advisory rights.
- 7.17. In VA schools, agree staffing policies which provide for governor involvement in the interests of preserving the school's religious character.
- 7.18. To establish and review procedures for addressing staff discipline, conduct, grievance, bullying and harassment and pay, ensuring that staffing procedures follow equalities legislation.
- 7.19. To establish a governor panel to hear staff appeals against dismissal, redundancy, grievances, bullying and harassment and pay in accordance with the relevant policy.
- 7.20. To dismiss the headteacher.
- 7.21. To end the suspension of staff or headteacher as determined within the policy.
- 7.22. To determine dismissal payments/early retirement.

## **8. Discipline/Suspension and Exclusion**

- 8.1. To establish a statement of behaviour principles on which the school can produce a behaviour policy.
- 8.2. To review the use of suspension and permanent exclusion and consider via an exclusion panel all permanent exclusions and suspensions where a pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public exam. (This may be delegated to the chair/vice chair in cases of urgency - see DfE Guidance "[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)" updated Sept 23)
- 8.3. To direct the reinstatement of excluded pupils via the delegated appointed exclusions panel.
- 8.4. To consider the findings of any independent review panel.
- 8.5. To receive regular updates on attendance, behaviour, suspensions and exclusions

## **9. Premises and Insurance**

- 9.1. To approve and monitor a school buildings strategy taking into consideration risks and priorities.
  - *With consideration to the most recent LA Asset management planning arrangements.*
- 9.2. To procure and maintain buildings, including a properly funded maintenance plan.
- 9.3. To review and approve business continuity plan
- 9.4. To review and approve accessibility plan to ensure inclusion
- 9.5. To review and approve the lettings policy (see *KCSIE*)

- 9.6. To seek advice from the LA, diocese or foundation trust, where appropriate to ensure adequate levels of buildings insurance and personal liability.
- 9.7. To receive the annual site report.

## **10. Health and Safety**

- 10.1. To establish and approve a health and safety policy.
- 10.2. To ensure that health and safety regulations are followed and appropriately prioritised.
- 10.3. To receive the annual Health and Safety Inspection report and agree any actions.
- 10.4. To receive the LA required Health and Safety inspection reports as per Health and Safety policy three times a year.
- 10.5. To confirm all risk assessments are regularly reviewed and updated.
- 10.6. To appoint a health and safety governor.
- 10.7. To receive written Health and Safety governor monitoring reports in a timely manner.

## **11. Admissions**

- 11.1. To follow The School Admissions Code statutory guidance when carrying out duties relating to school admissions.
  - For community and VC schools, the LA is the admission authority; for all other schools it is the board.
- 11.2. To consult annually before setting an admissions policy, notify the LA and publish the arrangements on the school website in accordance with the paragraph 1.47 of the School Admissions Code. (VA, foundation schools only).
  - Admission authorities for schools with a sixth form must ensure they have determined and published admission arrangements for entry into the sixth form if they intend to admit external applicants (VA and foundation secondary schools)\*.
- 11.3. Set a clear published admission number (PAN), which states the number of applicants they will admit where enough applications are received.
  - A board of a community or VC school can object to the adjudicator if they disagree with their PAN (which will be set by the LA as admission authority)\*.
- 11.4. To establish an Admissions policy (special schools where pupils do not have a statement) in liaison with the LA\*.
- 11.5. To establish an Admissions committee to consider all admissions as per paragraph 2.7 of the [Schools Admissions code](#) (VA and foundation schools only)\*.
- 11.6. Admissions appeals: To ensure an independent panel is set up in line with the [School Admission Appeals Code](#). (VA, foundation, and special schools)\*.

\* *include as appropriate*

## **12. Collective Worship**

- 12.1. To ensure that the school provides teaching of religious education for all pupils in accordance with the agreed syllabus or has informed parents of their right to withdraw their child.
- 12.2. To ensure the school provides an act of broadly Christian daily collective worship.

- In some maintained schools without a designated religious character, the family backgrounds of some or all pupils may lead the executive Leader and board to conclude that broadly Christian collective worship is not appropriate. The executive leader can apply to the local Standing Advisory Council on Religious Education (SACRE) to have the broadly Christian requirement disapplied and replaced by collective worship distinctive of another faith and should consult the board before doing so.
- In voluntary aided schools, VC schools and foundation schools designated with a religious character, the board is responsible for arranging collective worship in accordance with the trust deed or religious designation of the school after consulting the executive leader.

### **13. School Organisation**

- 13.1. To set [the time of the school sessions](#) and the dates of school terms and holidays.
- Dates of school terms for community and VC schools are set by the LA.
  - For best practice, VA and foundation schools could follow LA guidelines.
- 13.2. To publish proposals to change category of school.
- 13.3. To propose to alter or discontinue voluntary, foundation or special school status.

### **14. Information for Parents**

- 14.1. To ensure that the school keeps parents and prospective parents up to date with school information.
- 14.2. To adopt and review home school agreements (not statutory, delete if not applicable).

### **15. Collaborations and Consideration of Federation and Academisation**

- 15.1. To consider collaborating with another school to aid school improvement or leadership capacity of either school.
- 15.2. To consider forming or joining a group of schools.
- 15.3. To consider forming a federation or joining an existing federation, seeking LA advice and support before completing due diligence.
- 15.4. To consider requests from other schools to join an existing federation and seeking LA advice and support before completing due diligence.
- 15.5. To leave a federation, seeking LA advice and support.
- 15.6. To consider approach and time scale to academy conversion.
- 15.7. To consider forming or joining an existing multi-academy-trust (MAT) and undertake due diligence.

### **16. Extended Services**

- 16.1. To decide to offer additional activities and agree what form these should take.
- 16.2. To cease providing extended services provision.

Membership of the board to comply with the Instrument of Government (IOG)

See attached IoG and current governors in post on the school website, GIAS and GovernorHub.

**Quorum: one half of the number of governors in post (rounded up)**

## **Terms of reference for Quality of Education & Pastoral Committee**

The Quality of Education & Pastoral committee is expected to work within the following terms of reference with a focus on monitoring the School Improvement Plan. Governors should meet with the lead professionals within the school to gain an understanding of the scope of the curriculum targets and the activities the school is conducting to achieve success.

### **General**

- To act on matters delegated by the board
- To consider safeguarding, SEND, inclusion and equalities implications when undertaking all committee functions, ensuring all pupils have equal opportunities.
- To undertake monitoring visits to the school relevant to the committee's role and comply with governor monitoring visits policy.
- Meet regularly, with consideration for timing of board meetings, wellbeing of staff and governors, and timetabled relevant to school data analysis timescales e.g. 3 times per academic year
- To ensure minutes and reports are included in FGB papers in a timely manner
- To monitor the schools' policies in relation to the curriculum, pupil welfare and behaviour.
- Take an active role in school self-evaluation, monitoring success in all areas and identifying areas requiring improvement.
- To monitor the relevant areas and milestones within the school improvement plan
- To advise the finance, resources and personnel committee on the relative funding priorities necessary to deliver the curriculum.

### **Curriculum**

- To monitor how the agreed curriculum is ambitious and designed for all learners particularly the most disadvantaged and those with SEND or high needs to give them the knowledge and cultural capital they need to succeed in life.
- To ensure the curriculum is broad and balanced by understanding the intent, implementation and impact; ensuring a full curriculum is delivered
- To ensure the British values are embedded within the curriculum.
- To understand the performance data for the school including the vulnerable groupings.
- To ensure the specialist funding for pupil premium and PE/sports premium (primary only) have impact.
- To undertake any necessary training (in or out of school) that is necessary to enable effective monitoring of the agreed school improvement plan and its targets.
- To evaluate the extent of success at the end of the set and agreed timescale.
- To identify and celebrate success.

### **Expectations and Outcomes**

- To monitor pupil achievement and progress against expectations, predicted outcomes and school improvement milestones and targets.
- To monitor the impact of any extended services provided against pupil progress and achievement

- To act on matters delegated by the board.
- To consider safeguarding and equalities implications when undertaking all committee functions, ensuring all pupils have equal opportunities.

- To undertake monitoring visits to the school relevant to the committee's role and comply with governor monitoring visits policy.
- To make regular reports to the board.
- Meet at least three times each academic year with the timing and number of meetings considering the wellbeing of staff and governors, and timetabled relevant to school data analysis timescales.
- To monitor the schools' policies in relation to Christian ethos and the wellbeing of all staff and students.
- Take an active role in school self-evaluation, monitoring success in all areas and identifying areas requiring improvement in the areas within the committee's scope.
- To monitor the relevant areas and milestones within the school improvement plan
- To advise the resources and personnel committee on the relative funding priorities necessary to deliver the Christian ethos and staff/student wellbeing.

### **Christian Ethos**

- To review, when appropriate, the school vision and values.
- To monitor understanding and demonstration of the school vision and values amongst leadership (including governors), all staff and pupils.
- To monitor progress towards the school being ready for The Statutory Inspection of Anglican and Methodist Schools (SIAMs) and to make recommendations for improvement
- To ensure all staff and students are included in the life of the school, regardless of their religious beliefs
- To monitor Collective Worship in accordance with best-practice indicated by the Diocese of Canterbury and to monitor that staff engaged in Collective Worship are adequately trained
- To undertake any necessary training (in or out of school) that is necessary to enable effective monitoring of the school's Christian ethos, particularly as noted within the school improvement plan and its targets.
- To evaluate the extent of success at the end of the set and agreed timescale.
- To identify and celebrate success.

### **Well-being**

- To monitor the care and wellbeing of leadership, all staff and students in accordance with the focus of the school's Christian vision of flourishing
- To review staff structure that provides staff and student support for wellbeing and monitor effectiveness
- To record evidence of effective care of wellbeing and to raise issues of the converse with the governing body and HT.
- To monitor the school's ethnic diversity and British Values.
- To evaluate the extent of success at the end of the set and agreed timescale.
- To identify and celebrate success.

### **Behaviour, Attitudes & Pupil Attendance**

- To keep under review School Improvement Plan objectives relating to the Behaviour and Attitudes of Pupils.
- To establish a statement of behaviour principles on which the school may produce a behaviour policy for the Governing Board to agree.
- To review the use of suspensions and permanent exclusions.
- To monitor incidents of racism, homophobia or bullying.
- Ensure that the school does not discriminate against pupils, job applicants or staff on the basis of race, religion, gender, age disability or sexual orientation.
- Monitor the attendance of all pupils (including Pupil Premium Grant funded pupils, SEND), persistent and severe absences.

### Personal Development

- To keep under review School Improvement Plan objectives relating to Personal Development
- To monitor achievement and progress of the school in the above spheres
- Work with the school and governors to ensure that the school is ready for a SIAMs inspection.

### Membership of the Quality of Education & Pastoral Committee

Quorum:	3		
Chair:	Mr S Betts		
Vice Chair (optional):			
Governors (Insert names in spaces):	1. Mrs E Brazier	2. Mrs R Emson	3. Mrs H Richardson
	4. Mrs J Chambers (HT)	5.	6.
Governance Professional	Deborah Stryzyk		

## Terms of Reference for Finance, Resources and Personnel Committee

The finance, resources and personnel committee is expected to work within the following terms of reference with a focus on monitoring.

### General

- To meet at least three times each year in terms pertinent to the [SFVS](#) and budget
- To be strategically actively engaged in monitoring value for money and report back any recommendations to the board to ensure effective financial resources and efficiencies to maximise pupil outcomes.
  - To monitor the impact of the costed school improvement plan in relation to the budget spend.
  - To undertake monitoring visits to the school.
  - To make regular reports to the board, in addition to the chair of the board being in receipt of a monthly finance report
  - To annually, in the autumn term, review and recommend to the board the financial risk register and regularly review
  - To keep in-school financial procedures under review
- Review compliance audit reports, ensuring the board follows recommendations and actions.
- To consider safeguarding, SEND, inclusion and equalities implications when undertaking all committee functions
- To ensure that the school is working within the SFVS recommended guidelines ([SFVS](#))
- To ensure compliance with the [LA Scheme for Financing Schools](#) and report to the board
- To act on matters delegated by the board

### Budget

- To annually evaluate and recommend the budget for board approval.
- To maintain an up to date 'balanced' three-year budget plan, which shows clear links to the 'school improvement' and 'staffing' plans.
  - Reporting any rollover to the board highlighting any significant variances and their impact on the three-year budget plan.
  - Evaluating the school budget monitoring sheets in discussion with the school's operational finance lead and reporting to the board, ensuring this is completed six times per year. ([SFVS Q3 requirement](#))
  - *Any recovery plan for budget with a deficit must be monitored for implementation and impact.*
- To approve any virement recommendations as set out and agreed in the finance policy (**insert amount here**), documented in minutes and report decisions to the board.
- Analyse and report on tenders for contract services, ensuring three written quotations in line with Scheme for Financing School.
  - *For contracts and purchases greater than £8,000 but less than £50,000, three written quotations must be obtained. For contracts and purchases £50,000 and over, no fewer than three competitive tenders must be sought and document in minutes. ([For more information on Procurement see Kelsi](#))*
- To produce, with support from the school's operational finance lead, a draft SFVS return for board approval for submission to the LA before the annual deadline.
  - Monitor and report to the board any SFVS remedial actions to ensure they are cleared within specified deadlines.

- To produce a report for the board to show the benchmark of school financial performance against similar schools.
- To make regular reports to the board and ensure that key financial decisions are recorded correctly in the minutes.
- To monitor the spend of extra funding such as pupil premium and sports premium, ensuring its use has impact.
- To monitor, audit and evaluate all school policies and procedures related to fraud and report to the board
  - Review finance policy; lettings policy; whistleblowing policy; governor allowance policy; charging & remissions policy; gifts and hospitality policy
- Ensure annual governor financial skills audit is undertaken and evaluated.
- To monitor and evaluate the management of the Voluntary Fund and to receive the audited accounts

### **Premises and Insurance**

- To seek advice from the Local Authority, Diocese, or foundation trust, where appropriate to ensure adequate levels of buildings insurance and personal liability.
- To monitor the implementation of the school buildings strategy plan informing the board of the proposed order of priorities.
- To review the business continuity plan and make recommendation to the board
- To review and approve the accessibility plan and ensure inclusion
- To receive the school asset plan annually
- To monitor the maintenance plan.

### **Staffing**

- To determine the staff complement/structure in consultation with the headteacher and recommend to the board
- To review the pay policy for approval by the board.
- To annually review the appraisal policy, recruitment policy and compliance with the statutory guidance on [Induction of Early Career Teacher](#) (ECT)
- To ensure that staffing procedures follow equalities legislation
- To annually review procedures for dealing with staff discipline and conduct and grievances and make recommendations to the board for approval.
- To monitor the CPD budget against the school improvement plan and staff needs to ensure staff development, progression and raised pupil outcomes.

### **Health and Safety (H&S)**

- To review and recommend the H&S policy to the FGB for approval and adoption
- To monitor the H&S policy.
- To receive confirmation of completion of compliance checks from operational lead as per H&S policy
- To monitor FGB agreed actions from the annual H&S Inspection Report
- To receive the LA required H&S Inspection Reports from the operational lead three times a year as per the H&S policy.

- To ensure H&S governor appointed and monitoring visits take place as agreed within the monitoring schedule.
- To receive the written H&S governor monitoring reports in a timely manner.

**Membership of the Finance, Resources and Personnel Committee**

Quorum:	3		
Chair:	Mr C Back		
Vice Chair (optional):			
Governors:	1. Mrs R Emson	2. Mr J Tipple	3. Mr M Winnie
	4. Mrs J Chambers (HT)	5. Mrs B Masterson (SBM)	6.
Governance Professional	Mrs D Stryzyk		

## Terms of Reference for Individual Delegated Governors

Any individual to whom a governor monitoring responsibility has been delegated is expected to work within the following terms of reference in conjunction with the protocols and procedures set out in the governor monitoring visits and the board code of conduct. It is a statutory duty in legislation to report back at the next meeting following a monitoring visit.

Having delegated governors does not reduce the collective accountability of the board for all its functions. The board will need to ensure that its agenda and reporting mechanisms enables all board members to have a collective strategic overview for all delegated monitored areas to enable accountability and effective informed decision making.

### Guiding Principles

Before undertaking any monitoring, governors will read the monitoring visits policy and board code of conduct. Written reports will be submitted for factual check and comment by the headteacher within one week of the visit, and then be lodged with the clerk/governance professional for distribution as soon as possible, at least seven days before the next board or committee meeting as appropriate.

It is expected that three monitoring visits will be completed during the year unless school circumstances necessitate more. Not all visits necessarily have to take place during the time when students/pupils are in school and could be just as effective as a meeting between governor(s) and the lead professional at the end of the day as mutually agreed.

### Responsibilities

- To ensure full understanding of the delegated role.
- To be properly prepared for each visit by reading relevant policies and paperwork.
- To meet with the lead professional within the school to gain an understanding of the scope of the area/target and the activities the school is conducting to achieve success.
- To ensure key questions are asked and collective constructive challenge is enabled at the board or committee meetings to hold leaders to account.
- To ensure any board meeting follow up actions are completed and documented.
- To undertake any necessary training (in or out of school) to enable effective monitoring.
- To monitor the progress of school activities towards the priority milestone or statutory duties.
- To evaluate the extent of success at the end of the set timescale.
- To ensure all visits to the school are arranged with reference to the executive lead/headteacher and in accordance with the agreed Governor Monitoring Visits policy.

### The board have appointed the following KCC

#### delegated governors:

Statutory roles:	
Safeguarding (including Child Protection)	Mr C Back Mr M Winnie
SEND	Mr S Betts
LA required roles:	
Health and safety	Mr C Back
Finance governor	Mr J Tipple

<b>Non statutory/best practice:</b>	
Training and development governor	
Pupil premium/other targeted funding	Mrs R Emson
Whole school Wellbeing	
Early Years	Mrs E Brazier
Attendance	
Any other governor monitoring roles in accordance with school priorities, add as rows below	
<b>Agreed by the board:</b> 16 <sup>th</sup> September 2025	
<b>Review date:</b> Term 1 2026	

## Guidance SEND Link Governors

All link governors have a statutory duty to report to the Full Governing Body their findings for further discussion and/or decision. The role of the SEND governor is to ensure the board are aware of their statutory responsibilities and to monitor on behalf of the board and report back to the board for further discussion and decision.

This guidance is to support SEND link governor fulfilling their role

*This list is not exhaustive and can be reviewed to meet the needs of our board.*

- To undertake monitoring visits.
- To ensure monitoring visit reports are included in FGB papers in a timely manner.
- To monitor the relevant areas and milestones within the school improvement plan relating the pupils with SEND.
- To monitor and report to the FGB how the agreed curriculum is ambitious and inclusive, designed for all learners particularly the most disadvantaged and those with SEND or high needs to give them the knowledge and cultural capital they need to succeed in life. (in cooperation with the relevant committee).
- To monitor the impact of high needs funding and progress of pupils with SEND.
- To review the special educational needs policy for approval at board level.
- To liaise with the SENCo to ensure the SEND information report is reviewed and updated at least annually.
- To monitor compliance with the statutory duties from the SEND code of practice and report back to the board.
- To monitor pupil group achievement and progress against expectations, predicted outcomes and school improvement milestones and targets regarding pupils with SEND (*in cooperation with the relevant committee*).
- To ensure the accessibility plan is considered and approved. *This could be in collaboration with the H&S link governor.*
- To keep up to date with legislative and local guidance in relation to pupils with SEND and inclusion, attending training where necessary and ensure the board is made aware of any changes to their statutory responsibilities.

## Guidance for the Safeguarding Link Governor

All link governors have a statutory duty to report to the Full Governing Body their findings for further discussion and/or decision. The role of the Safeguarding governor is to ensure the board are aware of their statutory responsibilities, take strategic leadership responsibility for the safeguarding arrangements and report back to the board in a timely manner.

This guidance is to support safeguarding link governor fulfilling their role.

- To undertake monitoring visits to the school.
- To meet with the DSL regularly to review safeguarding arrangements.
- To monitor compliance with the statutory duties from the most recent KCSIE and report back to the board.
- To have read and understood the most recent KCSIE in its entirety.
- To ensure own knowledge of relevant guidance and policy is up to date, ensuring the board is made aware of any changes to their safeguarding responsibilities.
- To monitor the Child Protection policy and associated policies to ensure safeguarding is effective and report to the board.
- To monitor the online safety policy to ensure the school's monitoring and filtering systems are effective.
- To undertake Cyber training as per guidance.
- To confirm the lettings policy safeguarding checks are completed.
- To undertake annual/regular safeguarding training in relation to the role.
- In collaboration with the operational lead, annually review the Safeguarding Review toolkit for submission to the full board and monitor follow up actions.
- To monitor the schools' policies in relation to behaviour.

### **Guidance for the Health & Safety (H&S) Link Governor**

All link governors have a statutory duty to report to the Full Governing Body their findings for further discussion and/or decision. There are no delegated decision-making powers. The role of the H&S link governor is to ensure the board are aware of their statutory responsibilities regarding health & safety and to monitor on behalf of the board and report back to the board for further discussion and decision. The H&S link governor will not conduct any health and safety checks themselves.

The guidance is to support the health & safety link governor fulfilling their role.

- To undertake monitoring visits to the school.
- To review the business continuity plan and report recommendations to the board
- To monitor the accessibility plan and review for approval. *This could be in collaboration with SEND link governor*
- To monitor the school building strategy/maintenance plan and update board via monitoring report
- To review and recommend the H&S policy to the FGB for approval and adoption
- To monitor the H&S policy.
- To monitor FGB agreed actions from the annual H&S Inspection Report
- To receive the LA required H&S Inspection Reports from the operational lead three times a year as per the H&S policy.
- To ensure H&S monitoring visits take place as agreed within the monitoring schedule and report to the board.

## Terms of Reference for Panel Hearings

- To make any decisions under the board's personnel procedures e.g., disciplinary, grievance, capability, bullying and harassment unless delegated to the headteacher.
- To consider any appeals against a decision to dismiss a member of staff or to a decision short of dismissal e.g., disciplinary, grievance or capability.
- To make any determinations on behalf of the board in relation to staff redundancy and redundancy appeals.
- To make any determinations on behalf of the board in relation to any pay appeal.
- To make any determination or decision under the board's School Complaints Procedure.
- To consider any representations by parents in the case of an exclusion (in accordance with the Statutory DfE Exclusions Guidance).
- To consider the appropriateness of any permanent exclusion or fixed term exclusion which totals 15 days or more in one term or where a pupil is denied the chance to take a public examination (in accordance with the [Statutory DfE Exclusions Guidance](#)).
- All panels are to be convened by the clerk/governance professional
- All panels will follow the relevant board approved policy, procedure, and guidance.
- All panellists will undergo training to understand their roles and responsibilities
- All panellists will be unbiased and understand the remit of their decision making as described within the relevant policy

### **Membership: Any three governors from a pool of governors from the full board who are:**

Suitably knowledgeable and objective to undertake the role, and not tainted

Available on the date specified

#### **PLEASE NOTE:**

- *The headteacher is disqualified from serving in this role.*
- *Any governor having a connection with either a pupil, a member of staff or the incident in question which could affect their ability to act impartially should not serve on the panel.*
- *Any governor who has participated on a panel for a staffing decision, cannot sit on the appeal panel*
- *Staff governors and any members of staff should not sit on panels*

## Terms of Reference for Headteacher Performance Management (HTPM) Panel

### Guiding principles:

- In following best practice, the headteacher's appraisal will be the first staff appraisal performed to enable headteacher objectives to be reflected within other whole school staff performance management objectives to drive the school forward.
- Is it a statutory requirement that the board appoint an independent external adviser to assist the panel with the headteacher's appraisal, and to consult on setting objectives for the headteacher; this person should be suitably experienced and knowledgeable in school improvement and leadership matters.

Where serious weaknesses are identified in the headteacher's performance then the process should cease, and the issues will be managed within the school's formal capability procedure. The appraisal process will be recommenced when the headteacher's performance has reached the required standard.

### Responsibilities:

- To meet annually with the headteacher and a *board appointed*, independent external adviser
- Inform the headteacher of the standards against which their performance will be assessed.
- To review, in consultation, with the external advisor, the performance of the headteacher against the agreed appraisal objectives.
- To consult with the external advisor to set challenging but achievable objectives for the coming year ensuring they are specific, measurable, attainable, relevant, and time-bound (SMART).
  - Objectives should as far as possible be reached by agreement. However, where a joint determination cannot be made the HTPM panel will make the determination, following consultation with the external adviser, with the provision for the headteacher to record any disagreement if required.
- To prepare and agree the headteacher appraisal review statement, and report to the board the completion of the process.
- To determine the recommendation on pay progression for approval by the full board.
- To monitor through the year, including a mid-year review meeting, the performance of the headteacher against the agreed objectives and to ensure appropriate support and development opportunities are provided.

### Membership: Three governors, including the chair of the board, though not the vice chair as well.

The chair of the board will not take the role of the panel/committee chair.

### Please Note:

- Neither the headteacher nor staff governors may serve on this group.
- In voluntary aided/controlled schools, consideration for best practice, for at least one member to be a foundation governor.
- Consideration may need to be given to situations where governors serve on both HTPM and the pay panel.

Governor 1 and chair of panel:

Governor 2: Mrs R Emson (Chair of Governors)

Governor 3: Mrs E Brazier

Date agreed for HTPM: (best practice before staff and before 31st December)

Date agreed for mid-year review: (Usually March/April)

## Terms of Reference for the Pay Panel

The board will delegate all pay decisions in accordance with the school's pay policy the pay panel will act in accordance with the pay policy. It is the role of the pay panel:

- To observe all statutory and contractual obligations.
- To determine the pay progression to be awarded to individuals as delegated within the pay policy, having regard for the most recent publication of the School Teachers Pay and Conditions Document.
- To apply the criteria set out in the school's pay policy and consider fully the recommendations made by the headteacher regarding an individual's pay.
  - Where pay decisions are made by a pay panel - the headteacher may provide professional advice and guidance to the panel to assist with decision making.
  - To ensure the achievement of all the pay policy objectives and principles in a fair, reasonable and equitable manner.
- To ensure all employees are made aware of the outcome of their individual pay review in writing within ten days of the decision making.
- To maintain an accurate written record of all meetings, recording the reasons for the pay decisions taken and having due regard to confidentiality.
- To report summary information regarding annual total budget for pay decisions to the board for approval in line with agreed school policies.
- To recommend to the board changes to the policy and to consult with staff and recognised unions on those proposed changes.
- To seek advice from the school's HR provider where appropriate.

All decisions made by the pay panel will take due account of the written appraisal statement and all relevant information available from an appraisal or other review of an employee's skills, abilities, performance and any other factors deemed to be relevant. This will include any written recommendation made by an employee's appraiser.

All decisions regarding pay progression for teachers, including the leadership group should be made without undue delay. These should be completed prior to or on 31 October for teaching staff.

### Membership [three governors]

The Governing Board of Harrietsham Primary School has resolved that the delegated tasks for the review of staff's pay, appraisal and associated policies will be performed by the Finance & Personnel Committee

### Please Note:

- Neither the headteacher nor staff governors may serve on this group.

Carefully consider the membership of the panel and appeals panels to ensure the right composition. Avoid both the chair and vice chair being members of the pay panel as this will inhibit one of these key senior roles being available for any pay appeals that may arise. Consideration should be given to situations where governors serve on both HTPM and the pay panel.

Governor and chair of panel: Mr C Back
Governor: Mrs R Emson
Governor: Mr M Winnie

## **Delegation of Functions to Headteacher/Executive Leader**

The delegation to the headteacher/executive leader ensures a clear separation between strategic non-executive oversight and operational executive leadership. The headteacher/executive leader is expected to work within the following terms of reference, and to provide the board with such reports in connection with their functions as the board requires and to ensure all policies, procedures and documentation requiring board approval are presented.

### **Budget**

- To make miscellaneous financial decisions up to an agreed limit of £8000 (primary) £25000 (secondary) as set out in the school finance policy.
- *LA Scheme for financing schools suggests up to £8000 for primary £25000 for secondary.*
- To make virements as set out and agreed in the school's finance policy (**insert amount here**).
- To monitor monthly expenditure.
- To make payments.
- To ensure the board receives six separate budget monitoring reports every year.
- To ensure monthly budget reports are sent to the chair of governors and chair of finance committee.

### **Staffing, Appraisal and Performance Management**

- To appoint teachers and non-teaching staff.
- To establish disciplinary, capability and grievance procedures.
- To suspend staff.
- To initially dismiss staff.
- To produce and maintain a central record of recruitment and vetting checks, to also include those involved in school governance.
- To formulate and implement an appraisal policy, recruitment policy.
- Ensure that statutory guidance for [Induction of Early Career Teachers](#) is followed
- To make pay decisions in line with the pay policy and legal requirements
- To carry out appraisal of other teachers (or delegate to line managers in the school) and ensure mid-year reviews are undertaken.
- To undertake moderation of pay recommendations to ensure consistency and fairness across staff groups.

### **Curriculum**

- To ensure the national curriculum is taught to all pupils and consider disapplication for pupils as appropriate.
- To establish and implement a curriculum policy.
- To decide which subject options should be taught.
- To be responsible for standards of teaching.
- To be responsible for each individual child's education.
- To agree and review the content of any Relationships Education (primary)/Relationships and Sex Education (RSE, secondary)\* to ensure it meets statutory requirements, and to approve a written policy for its delivery.
- To ensure the balanced treatment of political issues and to prohibit political indoctrination.
- To promote British values.

- To provide clear guidance on which a strategy for independent careers advice and guidance is developed in line with the Gatsby Benchmarks\* (statutory for secondary).

\*Delete as appropriate

### **Standard Setting**

- To set standards and predictions for pupil achievement and progress.
- To annually deliver the costed School Improvement Plan for approval at FGB.

### **Religious Education and Collective Worship**

- To provide religious education in line with school's basic curriculum.
- In schools with a religious character, to provide religious education to the agreed syllabus.
- To ensure, after consultation with the board, that all pupils take part in a daily act of collective worship.
- In schools with a religious character, to provide collective worship of a denominational character.

### **Health & Safety**

- To ensure rigorous approaches to identifying, managing and mitigating risk.
- To ensure that health & safety regulations are followed.
- To ensure the health & safety policy is adhered to and to carry out regular health & safety inspections (at least three times a year) and take remedial action as appropriate.
- To ensure emergency evacuation is practiced at least three times a year and records retained.
- To report to the board at FGB or committee level that compliance checks have been completed.
- To ensure that all risk assessments are regularly reviewed and updated and reported to the board.

### **Discipline/Suspension and Exclusions**

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

*The board of a maintained school must make, and from time-to-time review, a written statement of principles to help the head teacher determine the measures that make up the school's behaviour policy (which must include measures to prevent all forms of bullying among pupils). This duty cannot be delegated. The board must consult the headteacher, other appropriate members of staff, parents, carers and all registered pupils before making or changing this statement of principles.*

### **Inclusion and Equality**

- To designate a suitably qualified teacher to be responsible for co-ordinating SEND provision (SENCO).
- To appoint a designated teacher for looked after children.
- To ensure that Public Sector Equality Duty (PSED) statements are compliant and available on the website.

### **School Organisation**

- To ensure that the school meets for 380 sessions in a school year and the expected 32.5 hours per week within the [DfE Length of the School week](#)
- To ensure that the [national school food standards](#) are met.
- To draft and implement a data protection policy which complies with GDPR and review it at least every two years and register with the Information Commissioner's Office.

- To ensure the statutory required information is uploaded to the school website.
- Maintain a register of pupil attendance.
- To publish on the [website](#) the drafted structure and remit of the board, including governor appointment details, term of office and attendance record.
- To ensure governor information is uploaded to the DfE database of governors (GIAS).

### **Information for Parents**

- To ensure that the school keeps parents and prospective parents up to date with school information.
- To ensure that free school meals are provided to those pupils meeting the criteria.
- To ensure that parents are aware of their rights to withdraw their child from collective worship, RE and sex and relationship education.
- To ensure that a report on each child's educational achievement is forwarded to parents/guardians.
- To ensure the school meets the statutory requirements in regard to school uniform

### **Extended Schools**

- To put into place the additional services to be provided.
- To ensure delivery of services provided.

## Terms of Reference for the Governance Professional

The governance professional, (also referred to as the clerk), is expected to work within the following terms of reference:

If the board uses the services of The Education People Clerking Service, the governance professional's expectations, standards, and performance management are included within the Clerking Service, Service Level Agreement

## Guiding Principles

- The governance professional is accountable to the board.
- The governance professional is employed by the board and line managed by the chair of governors, whose responsibility it is to ensure the Governance Professional Programme and continuous professional development are undertaken. **The chair will conduct an annual appraisal and pay review with recommendations** approved by the board.
- The governance professional will be provided with a contract of employment based on an appropriate job description and the DfE Clerking Competency Framework 2017.
- Governors and the headteacher cannot be employed as the governance professional to the board whilst holding office.

## The Main Responsibilities of the Governance Professional

- To work effectively with the chair of governors, all other governors and the headteacher/executive headteacher to support the board.
- To keep up to date and advise the board on constitutional and procedural matters, powers and duties as outlined within legislation, statutory guidance, the Governance Handbook and for academies the Academy Trust Handbook.
- To support the board to develop a culture where challenge is welcomed.
- To convene meetings of the board ensuring they are quorate.
- To produce agendas for the meetings working with the chair of governors
- To attend meetings of the board and ensure minutes are taken.
- To ensure the chair receives the draft minutes for approval within one school week
- To ensure the chair approved draft minutes are circulated within two school weeks to all governors
- To create an action list after each meeting and monitor progress to ensure that actions agreed are carried out before the next meeting.
- To maintain a register of Business Interests ensuring it is kept up to date and published on the website.
- To maintain the website published requirements for boards by ensuring information is supplied to the headteacher/school staff who have responsibility for the school's website is kept up to date
- To collect the required details for the governor's national database (GIAS) and ensure the information is supplied to the headteacher/school staff who have responsibility for ensuring the school's website is kept up to date
- To maintain a register of members of the board and report vacancies to the board and appropriate foundation trusts (six months in advance of end of terms of office is recommended).
- To keep The Education People GovernorHub database up to date with details of the members of the board – *a requirement for LA maintained schools*
- To ensure, if the Governor Services training programme is subscribed to, all governors have registered on GovernorHub to enable access and booking of training courses
- To maintain a register of attendance to be published on the school website, and report non-attendance to the board.
- To give and receive notices of meetings in accordance with relevant regulations.
- To perform such other functions as may be determined by the board from time to time.

- To undertake appropriate professional development.
- If the governance professional is unable to attend the meeting, the governors present at the meeting may appoint a member of the board (but not the headteacher) to act as governance professional for that meeting. As a point of best practice, it is recommended that the chair of the meeting should not act as the governance professional.

#### **Details of Employment**

Part time, term time only, as per signed contract and governance professional job description

**Agreed by the board:** 16<sup>th</sup> September 2025

**Review date:** Autumn Term 2026

**The Governance Professional Programme can be accessed via Governor Services SLA. Please email [governorservices@theeducationpeople.org](mailto:governorservices@theeducationpeople.org)**

The Governance Professional Programme is delivered across three one-to-one sessions, focussing on:

The three units in the programme are:

1. The role of the governance professional – focussing on the core competencies within the DfE Clerking Competency Framework
2. Agenda preparation and professional minute taking
3. Evaluation of minutes, records and retention

Key elements of the programme include:

- Help to understand their role as of the governance professional against their job description, and their expected role to locate, access, understand and advise on relevant governance legislation, the DfE Clerking and Governance Competency Frameworks and Governance Handbook, in order to influence the effectiveness and efficiency of the board.
- Working through agenda construction, sources of contributory information, construction of minutes- layout, content & challenge, actions. Providing agenda preparation and guide to writing minutes resource booklets.
- A written evaluation of a board meeting agenda and minutes with discussion and best practice support from the findings.
- Record keeping, document management and retention, including using GovernorHub, communication with school email addresses, GDPR and the role of the data protection officer.
- Discussing the various professional development opportunities - governance professional's briefings, panels training, working with a Local Authority maintained school/working with an academy trust, and the annual Governance Professionals' conference.

## Standing Order for Meetings of the Board

Governors are expected to:

- Arrive in good time for the start of any meeting, having read all the paperwork sent to them in connection with the agenda, and prepared with questions to ask or comments to make.
- Comply with any DfE governance guidance regarding meetings
- Have read and have access to the latest School Improvement Plan and be familiar with its milestones and priorities.
- Limit discussion to policies and actions and not people, ensuring constructive challenge, support and celebration is captured within the minutes.
- Understand their strategic role and not stray into the operational
- Participate in discussion and listen to the views and comments of others.
- Work collectively as a team acting with integrity, objectivity and honesty and in the best interests of the school.
- Collectively ensure all board decisions are strategic and not operational.
- Be brief and adhere to any time limits placed against agenda items.
- Take regard of the advice and guidance given by the paid governance professional
- Follow up on action points between meetings.
- Comply with the Code of Conduct

The following persons have the right to attend all meetings of the board

- headteacher
- governance professional
- any governor
- associate members (unless the board requires them to leave for items relating to individual members of staff or pupils)

The following persons can be invited to attend regular meetings of the board [select as appropriate] deputy headteacher, members of the senior leadership team, subject leaders, bursar, etc

Board meetings will be held at the school at least four times each year, in terms 3 (SFVS), 5 (Budget) and 6 (yearend evaluations), with a business and planning meeting in term 1. The governance professional will prepare a suggested calendar of meeting dates for the following year for approval at the meeting held in term 6 of each year, following evaluation of impact of the governance structure.

The governance professional will prepare a draft agenda, which will be finalised and approved by the chair. Governors wishing to place items on the agenda should give notice to the governance professional and provide a copy of any supporting papers. *Governors must*, in complying with legislation, submit monitoring visit reports or any other documents to the governance professional in time for the agenda and supporting documents to be circulated.

Items of 'Any Other Business' will be taken at the beginning of the meeting and either added to the agenda, delegated to a pair, or placed on the agenda of the next meeting.

Voting, where necessary, will normally be taken by a show of hands; however, the chair may determine a secret ballot where this has been requested by two or more governors. Where there is an equal division of votes the chair will have a second or casting vote.

The board may agree to operate virtual governance at some or all of their meetings.

It should be remembered that for maintained schools, proxy voting or decision making in advance of the meeting is not permissible, every question to be decided at a meeting of the governing body is to be determined by a majority of the votes of the governors present and voting.

Decisions can only be made following governor attendance and informed discussion at a quorate meeting. To enable virtual governance the following needs to be considered, approved, evidenced in the minutes and followed in practice:

- How to ensure integrity of confidentiality is upheld.
- How governors may participate within a virtual meeting
- How to ensure the meeting will always remain quorate
- How to manage virtual voting – especially by secret ballot
- Technology required and capable of working within school intranet/internet system, if necessary.

All meetings will be convened by the governance professional. Any three members of the board may request a meeting by giving written notice to the governance professional, which includes a summary of the business to be transacted. The governance professional will then prepare an agenda to call a meeting.

Each meeting will commence at 5.30 p.m. and will be limited to two hours in duration. Where business has not been completed within the agreed time, those governors present may resolve to continue the meeting in order to complete the agenda. Any business not completed will form part of the agenda for the next meeting.

Draft minutes will be approved for email circulation by the chair within three weeks of the meeting, before being formally approved by the board at the next meeting.

**Agreed by the board:** 16<sup>th</sup> September 2025

**Review date:** Autumn Term 2026

## Harrietsham C E Primary School

### Standing Order for the Election of Chair and Vice Chair

#### Guiding Principles

- The board *must* elect a chair and a vice chair. (The School Governance (Roles, Procedures and Allowances) Regulations 2013 – para 7.1)
- When the office of chair or vice chair becomes vacant, the board must elect a new chair or vice chair at their next meeting.
- If both chair and vice chair positions become vacant, the board *must* hold an extraordinary meeting, as convened by the governance professional, to elect a chair.
- There are no regulations covering the process of election with the exception of the need for the candidate(s) to withdraw from the meeting when a vote is taken in advance.
- Boards are free to, and should, agree an election process. Best practice is for written nominations in advance with supporting statement to include the skills present to undertake the role.
- Governors who are paid to work at the school, for instance the headteacher and staff governors cannot be elected as chair or vice chair.
- The process must be fair, open and transparent.

Factors the board should consider in agreeing their election process are:

- How long the chair and vice chair will serve (You may wish to consider different terms of office; best practice is one year).
- Whether a governor can be re-elected and whether there should be a limit to the number of terms a governor could serve in the position of chair or vice chair
- (Recommendation, no more than six years in the role of chair). You may like to consider succession planning, individual governor and board development, workloads and the involvement of all governors).
- Whether a governor can stand for office if they are unable to be present at the meeting.
- How nominations will be made (in writing in advance of the meeting via the agenda or verbally at the meeting, with or without a supporting written or verbal statement).
- Whether a candidate will self-nominate or be proposed (and seconded if wished) by governors.
- Whether there will be a secret ballot or show of hands (and whether this would vary depending on the circumstances i.e., in all cases or only where there is more than one candidate).
- How the board would treat a tie in votes (would candidates have the opportunity to speak to the board about why they want to be the chair or vice chair followed by another vote, would it be by another method)

#### The Role of the Chair of the Board

- To ensure the business of the board is conducted properly in accordance with legal delegation requirements.
- To ensure that meetings are run effectively, act as a role model, focusing on the priorities and making best use of the time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.
- To establish and foster an effective relationship with the headteacher based on trust and mutual respect for each other's roles.
- To establish and foster a good relationship with the governance professional based on professional respect for each role.

Good Practice Example

- The board resolves that the following process will apply to the election of chair (and vice chair) of the board (provide a brief outline of the role):
- The chair and vice chair will serve for a period of between one and three years (one is usual)
- The governance professional will take the chair to conduct the election of the chair and the newly elected chair will conduct the election for the vice chair using the same procedure.
- The governance professional will invite governors to self-nominate by a closing date no later than two weeks before the date of the meeting at which the election is to be held.
- The governance professional will include the names of all candidates for election on the agenda for the meeting at which the election is to be held and send it to governors at least seven days in advance of the meeting.
- The candidates will be asked to leave the room, having outlined the skills they have for the role, whilst the election takes place and the outcome discussed.
- Governors will discuss the skillset of nominees for the role prior to taking a vote by secret ballot conducted and counted by the governance professional.
- Candidates will be allowed to vote (including for themselves) before leaving the room.
- In the event of a tie, each candidate will be given the opportunity to address the board before a further vote is taken. (If a candidate cannot attend the meeting, a supporting statement may be requested in advance of the meeting).
- If no advance nominations have been received for the office of chair, the governance professional may seek nominations at the meeting.

If no chair is duly elected, the vice chair *must* be appointed to chair for the remainder of the meeting and act as chair until the next meeting. The board *must follow its statutory requirement* to elect a chair at its next meeting. If no chair is duly elected at its next meeting, concerns will be raised on the capacity of leadership and governance under schools causing concern guidance.

Following the election of the chair, the new chair will conduct the election of a vice chair using the same procedure.

**Agreed by the board:** 16<sup>th</sup> September 2025

**Review date:** Autumn Term 2026

Chair of governor's name: Mrs R Emson	Term of chair office Three Years	Elected date: July 2024
Co/vice chair of governors' names: Mr C Back Mr S Betts	Term of office Two Years Three Years	Elected date: July 2025 July 2024

## Standing Order for the Appointment of Co-opted Governors

### Guiding Principles

The governing board (GB) may decide the process for the appointment of co-opted governors.  
*The process must be agreed by the board prior to use.*

#### Factors the board should consider in agreeing their appointment process:

- The skills required to support the GB at the time of the vacancy
- How and where the vacancies, together with the identified skills required, should be advertised
- Whether a candidate will self-nominate or be proposed [and seconded if wished] by governors
- Information the GB needs from each candidate to support their nomination i.e., a statement of so many words, interview with, or presentation to the GB or alternatives as appropriate
- Whether after full GB discussion, there will be a secret ballot or show of hands, and whether this would vary depending on the circumstance i.e., in all circumstances or only where there is more than one candidate.
- How the results will be notified to the successful candidate/s and the rejected candidate/s and by whom.
- How often the agreed process for seeking nominations and making appointments will be reviewed (if not part of the annual review of Terms of Reference/Standing Orders; (annually is recommended).
- How the GB will ensure that the processes are fair, open, and transparent.

### Example

1. *Co-opted governors are appointed by the governing body (GB). They are people who in the opinion of the GB have the skills required to contribute to the effective governance and success of the school.*
2. *The board may choose to advertise the vacancy locally and also as broadly as possible in order to reach as wide an area as possible; this should include the services of Inspiring Governance, Governors for Schools and Academy Ambassadors (if appropriate) as advocated by DfE in the Governance Handbook.*
3. *When advertising, the GB should take into account the potential to advertise for the skills that the GB has identified that it needs via its current skills audit. This expertise would enable the GB to work more effectively. The identified skills should be clearly stated when advertising the vacancy.*
4. *Priority should be given to candidates who can demonstrate and/or evidence that they have the skills that the GB has identified that it needs; the GB could agree that this is by interview or presentation to the GB or alternatives as appropriate (see 5 below)*
5. *Where there are more candidates than vacancies, the candidates could be asked to prepare a brief statement of no more than (suggested) 250 words, explaining why they wish to be appointed and their suitability for the role.*
6. *Candidate statements should be circulated to all members of the GB prior to the full GB meeting at which any appointment will be considered.*
7. *At the subsequent full meeting of the GB, governors are to be invited to vote as agreed by the GB (by either a show of hands or by secret ballot); the process is to be managed by the governance professional.*
8. *In the event of a tie, the governors may agree to discuss the nominations in more depth and take a further vote; however as explained in 2013 Roles, Procedures and Allowances Regulations (14.4) where there is an equal division of votes, the chair, or the person who is acting as chair for the purposes of the meeting (provided that such person is a governor), will have a second or casting vote.*
  - *The governance professional should announce the result, with the candidate polling the most votes being duly appointed.*
  - *The minutes should clearly reflect the process of voting and the outcome.*

- *The governance professional should be tasked with advising the successful candidate/s and unsuccessful candidate/s,*
- *The governance professional should be tasked with commencing the legally required documentation (DBS, declarations of interest etc.)*

*The GB should arrange to commence the governing body's own induction process including ensuring the DBS and section 128 processes and Safeguarding/Child Protection (including online safety) and Prevent training are completed.*

**Agreed by the board:** 16<sup>th</sup> September 2025

**Review date:** Autumn Term 2026

## Harrietsham C E Primary School

### Standing Order for Virtual Governance Meetings

For maintained schools - [The School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013](#) – item 14 Proceedings of the governing body

#### The process must be agreed by the board prior to use

#### Factors the board should consider in agreeing their process:

- It is for the full governing body (GB) to decide and agree locally the best format for different types of meetings and interactions in order to meet the needs of the board, individual governors, availability of technology and the circumstance (e.g., monitoring visits, full GB or committee meetings), in order to maintain effective governance.
- Hybrid meetings (where attendance is split between those present in the room and those attending virtually) can offer flexibility and can maximise attendance by providing governors, who may have otherwise missed the meeting, the opportunity to attend virtually. How would this work in practice, for attendees, the governance professional and the school? You may find it helpful to talk your circumstances through with your area governance officer.
- The GB would need to ensure that meetings meet the requirements of GDPR (General Data Protection Regulations) and ensure that the DPO (Data Protection Officer) confirms that the systems to be used are in line with the school's agreements and policies.
- Be sure to include your governance professional in any discussions; there may be challenges for them personally as there may be for governors; the governance professional may also be expected to have to access to and run any system/s or format/s that the GB agrees; service level agreements/contracts will also need to be taken into account when agreeing how meetings will be set up and by whom (e.g., The Education People Clerking Service).
- The expectations for using the GB's agreement for virtual working should be understood by all; this will ensure meetings run smoothly and are productive. In the agreement, the GB should provide clarity on the following:
  - joining times
  - notification of how a governor is to attend a meeting, and to whom e.g., where expectation is face to face and this changes to virtual, or vice versa; if a notice period required; the governance professional will need clarity to ensure that the board meets and acts within legal requirements (quoracy) – including and especially if systems fail and attendees 'drop out' of a meeting
  - the need to obtain consent from all attendees (including visitors) if the session is to be recorded
  - how the integrity of confidentiality is upheld
  - How virtual voting will be managed, especially by secret ballot
  - the need to keep to the agenda (a timed agenda may prove helpful)
  - the use of the mute facility to minimise interruptions and background noise
  - the allowance of additional time for participants to access documents
  - the need for all to use webcams (where possible) to aid engagement
  - If the chat and/or hands up function/s will be used
  - The need to apologise prior leaving to the meeting, abandoning/moving away from the screen/webcam, using a mobile phone during the meeting (unless being used for attending the meeting i.e., calls and messaging)

#### Example

1. The full governing board agree to the use of virtual governance for the following meetings/interactions (list here as required - full GB, committees, hybrid, monitoring etc.)
2. Notice will be provided to the governance professional by (as required email/phone) if mode of attendance is to change (hybrid meetings, to ensure quoracy)

3. *All participants will join the meeting 5 minutes prior to the start time, making sure that they have all meeting documentation open/to hand*
4. *Consent will be sought from all attendees (including visitors) if a session is to be recorded*
5. *The mute facility will be used by all virtual attendees who are not speaking in order to minimise interruptions and background noise*
6. *Webcams will be used by all attendees (where possible); an explanation and/or agreement where webcam use is not possible*
7. *The chat facility (will or will not) be used*
8. *The hands-up function will be used to indicate when we wish to speak; the chair will check at the end of each item prior to moving to a new agenda item, to ensure that all attendees have been given the opportunity to take part in discussions*
9. *Apologies will be provided prior leaving to the meeting, abandoning/moving away from the screen/webcam, using a mobile phone (unless being used for attending the meeting i.e., calls and messaging)*
10. *We confirm that our governance professional has been included in discussions prior to the agreement of this document and at the time of agreement, they are able to provide a service that meets the needs of the GB.*
11. *We confirm that we have taken into account any limitations there may be regarding governance professional service level agreements/contracts*
12. *We confirm that the DPO (Data Protection Officer) has been advise of and agrees that the systems to be used are in line with the school's agreements and policies.*

**Agreed by the board:** 16<sup>th</sup> September 2025

**Review date:** Autumn Term 2026