

Committee Matters Guidance for structuring the work of Governors in Maintained Schools



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This is covered separately in our [Academy document](#)

Section 1 – Purpose of Committees

Introduction

There are no hard and fast rules about committee structures that governing boards need to set up and the Governor Clerking Service have been encouraging governing boards to review and experiment with different committee structures for some time, but we know many schools are still reluctant to change committee structures that may have been in place for years. We still suggest in stand-alone schools/academies that a maximum of two committees is generally enough to ensure efficient practice.

Governing boards need to ensure that they have in place an effective committee structure so that they can manage their business efficiently and spread the burden of work between members of the Governing Board.

This guidance has been reviewed to take into account the different governance structures that now exist, and the contents are still pertinent for the majority of schools/single academies in Kirklees.

Please note: Academies which are part of a MAT or are Single Academy Trusts must refer to their individual Articles of Association and/or Scheme of Delegation for each section covered within this guidance document as the requirements may differ. For further guidance please refer to document on Academies ([insert hyperlink here](#))

What the law says

The committee structure is a matter for each individual governing board. The law gives Governing boards considerable discretion. For maintained schools, The School Governance (Roles, Procedures and Allowance) (England) Regulations 2013 require governing boards to review the following matters annually:

- Committee constitution
- Membership
- Terms of Reference.

The annual review of committees can take place at any time of the year. Most governing boards opt to do this in the autumn term. However, there are advantages to doing it at the end of the summer so that the Governing Board is fully functioning at the start of the new academic year. Whenever you undertake the review, make sure it is an item on your agenda and that sufficient time is allocated for all governors to consider these matters.

If you would like to discuss any other matter regarding governing board committees, please contact a member of the Governor Clerking Service by calling 01484 414701 or email amerjit.sahota@kirklees.gov.uk

What is a committee?

- A committee is a body of named people appointed, elected, or established to perform a function- often drawn from a larger body of people.
- The terms of reference for a committee are defined by the board and usually cover a range of duties.
- For maintained schools: The governing body must determine the constitution, membership, and terms of reference of any committee they decide to establish and review them annually.
- The committee terms of reference and the name of the chair must be published on the school website.

- A committee usually meets regularly to fulfil its terms of reference and delegated responsibilities.

What is a panel?

Panels may sometimes be referred to as committees and vice versa.

A panel is commonly a small group of people brought together to discuss, investigate, or decide on a particular matter on an ad hoc basis. A panel is usually much more specific and narrowly focussed and often convened for a **single purpose**. This purpose (terms of reference) and the membership of the panel are *usually defined through the relevant policy*. The members of the panel are **not named** but are indicated in the policy as an eligible 'pool' of governors.

Why have committees?

Committees exist to help governing boards manage their business more effectively.

There is no absolute requirement for a governing board to have committees, apart from a committee to consider pay in maintained schools, a finance committee in academy trusts and a dedicated audit committee in larger trusts (MATs) where there is an annual income of over £50 million. However, we would strongly recommend a sound committee structure that lessens the workload of full governing board meetings.

When committees work well, they provide:

- Clarity of purpose
- More efficient working of the Governing Board, including improved use of time.
- Opportunities for issues to be debated fully and in detail.
- More effective decision-making
- Opportunities for governors to develop skills and knowledge in specific areas.
- A strengthened partnership between governors and staff.
- Opportunities for governors to develop relationships, build trust and enhance teamwork outside the full governing board meetings.
- Strong and effective Governance

They work less well when:

- They are not properly clerked and organised.
- Agendas and minutes are not given proper attention.
- They operate as closed groups and alternative power bases to the full governing board.
- They limit opportunities for governors to be informed on key issues, especially issues related to teaching and learning.
- Discussion of committee business is duplicated at full governing board meetings.

Core purpose:

- To obtain the best possible outcomes for children
- To develop and maintain the ethos of the academy/school.
- To strategically plan for development of the academy/school
- To monitor the academy/school's performance
- To effectively manage change
- To obtain the best value for money

How are committees set up?

The Governing Board needs to decide which of the following options is likely to be most effective:

- a. The whole governing board debates and decides all policy and strategic matters.
- b. Committees make recommendations but not final decisions. The full governing board takes final decisions.
- c. Committees are given delegated powers to make policy and take all decisions. These are reported back to the full governing board, which remains responsible in law for the decisions made.
- d. Committees are given delegated powers, but the full governing board retains final authority in a few key agreed areas, for example:
 - Approval of the annual budget plan
 - Approval of predicted pupil attainment levels by 31 December (not a statutory duty but good practice)
 - Approval of the School Development/Improvement Plan
 - Approval of a limited number of key school policies
 - Final approval of the school self-evaluation.

Kirklees Governor Clerking Service recommends the adoption of option d.

Delegation of tasks

Where the Governing Board has delegated tasks to a committee, the law allows the Governing Board to amend or even overrule committee decisions. However, in order to avoid any potential conflict between a particular committee and the whole Governing Board, careful attention should be given to the Terms of Reference of each committee. These should set out clearly and precisely what each committee is responsible for and how it should operate. It is important when setting terms of reference, for whatever structure is determined by the Governing Board, that statutory policies are incorporated appropriately for review (see DfE guidance on statutory policies: [Statutory policies for schools and academy trusts - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts))

Decisions for the Governing Board

- 1. What time of year will the Governing Board review its committee structure, membership, and Terms of Reference?
- 2. Does the whole Governing Board:
 - a. Deal with everything itself?
 - b. Set up committees and require them to report back with recommendations?
 - c. Set up committees and delegate all powers to them?
 - d. Set up committees with some delegated powers, in key areas?

Section 2 – Structure

(NB Academies please refer to the alternative document Committee Guidance for Academies)

What committees do we need?

A large structure, which includes numerous committees, can be unwieldy, lead to duplicated discussion, leave some governors feeling left out, and create unreasonable demands on governor and staff time. We recommend “streamlining” committee structures. With this in mind many governing boards still find a two-committee structure to be an efficient way of working, 2 main committees alongside the Statutory Pay, Staff Dismissal, Appeals, Complaints and Pupil Discipline panels.

These suggested 2 committees are:

- Standards and Effectiveness Committee
- Resources Committee

Meetings of each committee are usually held termly and should be scheduled to take place before the meeting date set for the full governing board. (For example, Resources Committee meeting followed by the full governing board meeting in the first half of the term and the second half term to be Standards and Effectiveness Committee followed by the full governing board meeting).

There is no official pattern or cycle for the order in which committees and full governing body meetings should meet. This is because there is no statute around the committees that schools must have, however it is important that committee meetings are held at the right time and in the right order.

The Governing Boards who have trialled this have benefited from both meetings (committee and full governors) being clerked by their professional clerk and matters raised by the committee can also then be brought to the full governing board immediately.

The right model is the one which best suits your governing board and the priorities of the school. An example of good practice to assist this form of committee structure is for a Steering Group to be set up (membership to include chair of governors and chairs of committees) which meets termly.

Example terms of reference for Standards & Effectiveness Committee & Resources Committee can be found in Section 5.

Committee membership

The decision on committee membership is a matter for the whole Governing Board. The strength of a governing board is the extent to which it is able to call on a range of people from different backgrounds and with different skills and interests. The most effective committees are composed of individuals with commitment and enthusiasm who have the relevant skills/expertise, are not afraid to ask questions or seek clarification and to be trained as appropriate for the role. Some governing boards allow new governors to attend all committees as observers before deciding which committee/s they feel would be most appropriate to their skills. Allocating someone to a committee does not mean they must remain on that committee for an indefinite period. Many governing boards rotate their committee membership every two or three years.

Collaborative arrangements

It is recommended that governing boards are no bigger than they need to be to have all the skills necessary to carry out their functions. The size and structure of the Governing Board should be designed so that every member actively contributes relevant skills and experience. The need for governing boards to establish committees, including for complaints, exclusions, or disciplinary matters, does not in itself necessitate a large governing board. Committees of the Governing Board can be established specifically for these purposes. In addition, under the School Governance (Collaboration) (England) Regulations 2003, a committee may be established as a joint committee with another governing board to enable it to include governors from another school.

Kirklees LA advises, where appropriate, that the Governing Board considers forming a Collaborative Arrangement with another governing board for Statutory Committees (also known as “panels”). This avoids the issue of not having enough governors and ensures impartiality from the outset and avoidance of any delays in dealing with the matter. *(Please note: academies must include "one panel member who is independent of the management and running of the academy" in the case of a complaints panel please refer to Regulation 33 of The Education (Independent School Standards) Regulations 2014).*

Chairs of committees

The Governing Board should decide whether it wishes to nominate people to serve as chairs of its committees or whether to leave the committees to elect their own chairs. Staff who work at the school are entitled to serve as chairs and vice-chairs of committees but not as chair of the Governing Board. Associate members may also serve as chairs. However, this does not apply to performance management as regulations do not permit employees to be present at the discussion of a colleague's pay or performance.

Please Note: It is not considered good practice for the chair of governors to chair committees. It can place too much influence in the hands of one individual, add to the workload of the chair, and does not provide for succession planning by allowing other governors to develop chairing skills.

While this is not explicitly prohibited by regulations or the model Articles for academies, it is not good practice for a Head Teacher to chair a committee, the Governor Clerking Service strongly advises against this. Committee meetings, like full governing board meetings, should hold the Head Teacher to account and this fundamental function would be severely compromised if the Head Teacher were to be chairing proceedings.

If the Committee chair is absent, the committee should select another appropriate individual to step into the role.

Also: it may not be considered good practice for an employee of a school or academy trust to chair a committee, as this member of staff may find it difficult to effectively challenge the Head Teacher.

Associate members

Governing boards can appoint associate members (non-governors) **to committees** if they wish. The definition of an associate member is wide. It may include pupils, staff, or people in the community with specific areas of expertise useful to a School.

Associate members can be appointed to any committee for between one and four years. They are not governors and do not appear on the Instrument of Government/Articles of Association which is the legal document specifying the Governing Board's composition and are not counted in the quorum for Governing Board meetings. They can be removed from office by the Governing Board at any time.

Associate members **never** have a vote at full board meetings, but they can be given voting rights on committees if the governing body approves.

Associate members can **never** be elected chair or vice chair as that role must always be filled by a governor. However, associates can chair **committees**. If they are elected as a committee chair, they are not allowed a casting vote to break a deadlock if the vote is tied (unlike governors who chair committees, who do get a casting vote).

If a board uses what is called the “circle model” or sometimes a “flat” model, where it only holds full governing body meetings and no committee meetings, then technically an associate member cannot be appointed.

Please Note: Associate members are not governors and therefore do not count towards committee quorums.

Chair and Head Teacher attendance at committee meetings

The Head Teacher is entitled to attend all committee meetings.

However, it can be helpful for members of the leadership group to be attached to different committees in an advisory capacity. This allows senior staff and governors to develop working relationships and has the advantage of reducing the Head Teacher’s workload in relation to governance.

The most effective governing boards practise a shared leadership approach that allows other governors to manage committee business without the chair of governors always having to be present. This practice supports succession planning when elections for a new governing board chair/vice-chair take place.

Rights of others to attend committee meetings.

The Governing Board should decide if members of staff, parents, or anyone else may attend committees as observers. The same rule should apply for attendance by others at full governing board meetings. The Governing Board should decide how it will deal with requests from non-governors to attend its meetings when it undertakes its annual review of committees.

The rights of staff governors

Staff governors have the same status and rights as other governors. They only have to withdraw from meetings where their interest in a matter is greater than that of other staff at the school. In other words, they have a personal interest in the matter under discussion. They are allowed to take part in staff appointments or sit on pupil exclusion panels, providing they have had no involvement in the particular issue or that they do not stand to gain.

There is an important exception to the above rule, as mentioned in relation to chairing committees. No one paid to work at the school, other than the Head Teacher, should be involved in making decisions or voting on the pay or performance of any other member of staff. This does not apply to discussions about general policy. The Head Teacher must withdraw and cannot vote in relation to their own pay or performance management/appraisal.

Conflict of interest

The law restricts the right of anyone to take part in governing board meetings or committees where there is a conflict of interest between that person and the interests of the Governing Board. That person should withdraw from the meeting and not vote.

If there is any doubt about a governor's ability to act impartially, in a situation where the principles of natural justice require a fair hearing, s/he should also withdraw from the meeting and not vote.

If there is a dispute about whether a governor present has a conflict of interest, the matter must be resolved by the governors present at the meeting.

Examples of cases where a fair hearing must be given include decisions about staff or pupil discipline or admission of pupils. There is nothing to prevent individuals, staff, or governors, giving evidence about a particular case, but they may not be involved in discussions or decision-making if there is any doubt about their ability to act impartially.

Decisions for the Governing Board

1. Which governors are to be members of which committees?
2. How will new governors be allocated to committees?
3. Should we carry out a skills audit and place governors onto committees which best utilises their skills?
4. Should chairs of committees be appointed by the full Governing Board or by the committees themselves?
5. Should our statutory committees be set as "panels" and be drawn, when required, from a pool of governors that are eligible and available at the time?
6. Do any committees need associate members?
7. What, if any, voting rights should associate members be given?
8. What is the Governing Board's policy on observers attending committee and full governing board meetings?
9. Which committees need collaborative arrangements with another Governing Board? If so, which Governing Board will we approach (this will need to be minuted)? E.g., Inclusion panels, Complaints panel etc.

Points to consider carefully before appointing/reviewing committees:

- Which committees do we need to enable effective governance of the school?
- How many governors are available and what skills and experience do they have?
- Do we have governor vacancies, and might we operate effectively with a smaller sized governing board?
- Are we using governor and Head Teacher time in the most effective ways, and considering work/life balance?
- Does our structure encourage the development of each governor, and support succession planning to the chair and vice-chair roles?
- How does our structure support the discussion of school improvement priorities and help us to develop strategies for continued improvement?
- Do all governors know the school well through self-evaluation, and have an opportunity to benchmark progress against other schools?
- What part of our current structure is working effectively?
- What might we want to change to make it better?
- Who can we establish a collaborative arrangement with?

Section 3 – Organisation

(NB Academies please refer to the alternative document *Committee Guidance for Academies*, [click here](#) to access this document)

The operation of committees

What the law says regarding committees with delegated powers:

Committees with delegated powers are conducting the business of the Governing Board and their working practices should mirror those of the Governing Board. They are therefore required to work within the appropriate legal framework. See Appendix 1 for a model committee constitution with delegated powers. If the Governing Board decides not to delegate authority to committees it should take account of these rules, which provide a sound basis for good practice.

Quorum

The quorum for any committee meeting with delegated powers is three or more governors who are named committee members. The quorum must be specified in each committee's Terms of Reference. The model Articles of Association do not set out a quorum for meetings of academy board of trustees' committees. However, for a vote to take place, the majority of those present at a committee meeting must be trustees (Academies must meet requirements set out in their Articles of Association and/or Scheme of Delegation).

Voting

Decisions must be agreed by a majority of votes of governors and associate members present and voting. If there are an equal number of votes, the chair – providing they are a governor – may use a second or casting vote, however, it is always preferable for the members to continue the debate until there is agreement. The committee can only vote if the majority of committee members present are governors i.e., not Associate Members.

Clerks to committees

The Governing Board must appoint a clerk to each committee, who may be a governor or an externally appointed clerk. Head Teachers cannot clerk committees.

The Clerking Service SLA offers the clerking of committees. This service can be purchased alongside one of the clerking packages. A committee clerk or the full clerking service for committees can be arranged by contacting the Governor Clerking Service.

The role of the committee chair

Chairs of committees are responsible for drafting the agenda, in consultation with the Head Teacher and clerk to the committee. (The initial draft will be produced by the Governor Clerking Service if the school/academy purchases the Governor Clerking Service committee package). See Appendix 2 for the job description for chairs of committees.

What the law says regarding agendas and minutes of committees:

- Agendas and papers to be considered at the meeting must be sent out at least seven days before a meeting (14 days in the case of academies).
- Minutes must be signed by the committee chair after approval at the next meeting of the committee.
- Agendas signed minutes and reports, or papers must be made available to anyone who wants to see them as soon as reasonably practicable.
- Confidential minutes relating to a named person or any other matter the committee considers highly sensitive, should be made available to all governors but not to others for

example parents, the staff, the public. Under Regulation 15 (3) School Governance (Roles, Procedures and Allowances) Regulations 2013, confidential items may be deleted from the copy to be made available to the staff governors and observers. The same rules apply here as apply to the removal of a minute from the public copy of governing board minutes.

- Decisions must be clearly and accurately recorded and reported to the full governing board.

Copies of agendas and approved minutes of committees and full governing board meetings should be available to anyone who wants to see them. Many schools incorporate these documents on the school website or Virtual Learning Environment (VLE).

Linking committee business with the main governing board meetings

Committee meetings should dovetail with those of the full governing board. This ensures that key decisions made by committees are reported to the main governing board, soon after they are made. An annual schedule of meetings should be devised which allow committees to meet before the main governing board but also provide sufficient time for committee decisions to be recorded so that they can be circulated to all governors.

Committee meetings should be scheduled to take place according to the main agenda items e.g., resources committee should meet at the appropriate time to ensure the Budget is set and monitored; the Standards & Effectiveness Committee should meet when pupil progress meetings have taken place and when national test results have been published in order to review outcomes. This is more important than setting meetings on a regular basis to fit a calendar pattern e.g., two weeks before each governing board meeting as the time may not be right for key discussions/decisions to be made.

Reporting on committee business to the full governing board

Committees with delegated powers have a duty to report to the full governing board on key decisions made and important issues arising out of major discussions. As the full governing board remains accountable for all decisions taken, including those which are delegated, it is recommended that the minutes of all committee meetings are made available to all governors. This should reduce the need for time to be spent at full governing board meetings going over matters which have been dealt with at committee level, whilst ensuring everyone remains fully informed.

The chair of governors should not allow committee business to dominate proceedings. The purpose of delegation is to allow committees to deal decisively with specific aspects, thereby freeing up time for the full governing board to focus discussion on important whole school issues.

Delegation of power to committees is only effective if governors are empowered to fulfil their role. If this does not happen, delegation ceases to be effective.

If the Governing Board has retained final authority in a few key areas for example approval of the final budget, key policies, the final version of the school self-evaluation, these matters can still be considered in detail at committee level, but appropriate time should be allocated at main governing board meetings for closer scrutiny of recommendations from these committees.

See Appendix 3 for tips on reporting to the Governing Board.

Confidentiality

The majority of a governing board's business is not confidential. Schools are public institutions funded with public money. The Freedom of Information Act requires that where a valid request for information is made, the enquirer is entitled to know whether the school holds the information and, if so, to have access to it.

Access can include providing extracts of documents or a summary of the information sought, or access to the original document. Very broadly, information cannot be withheld unless the request is considered vexatious or repeated; the cost of compliance is prohibitive; or the release of information would jeopardise on-going disciplinary or grievance proceedings.

Regulations specify that the following matters may be treated as confidential:

- A named teacher or person employed at the school.
- A named pupil or candidate for admission to the school
- Any matter which, by reason of its nature, the Governing Board is satisfied should be dealt with on a confidential basis.

Minutes and papers relating to confidential matters are not made public. Whenever possible, names should not be used and only initials used where absolutely essential. The detail of the discussion should not be shared with anyone outside the committee. Confidential minutes should be brief and succinct.

Confidential minutes and supporting papers should be kept separate from other minutes. Confidential minutes relating to a named person or any other matter the committee considers highly sensitive, should be made available to all governors but not to others for example parents, the staff, the public. Under Regulation 15 (3) School Governance (Roles, Procedures and Allowances) Regulations 2013, confidential items may be deleted from the copy to be made available to the staff governors and observers. The same rules apply here as apply to the removal of a minute from the public copy of governing board minutes.

Decisions for the Governing Board

1. What is the agreed quorum for committees? (Minimum 3)
2. Does the Governing Board agree to give the chair of a committee a casting vote?
3. Are our committees professionally clerked?
4. Does the annual schedule of meetings provide adequate time for committee business to be properly recorded and circulated to all governors in time for main meetings?
5. How and when are committee decisions reported to the Governing Board?

Section 4 – Procedures

(NB Academies please refer to the alternative document *Committee Guidance for Academies*, [click here](#) to access this document)

Understanding delegation

Committees have authority to take decisions on most issues. There are very few matters that the full governing board must approve. However, the Governing Board remains responsible in law for all decisions taken by committees acting with delegated powers. Decisions by the whole Governing Board are only valid if 50% (rounded up) of the governors in post are present. For example, a governing board with a composition of 16 but with only 12 governors, must have six governors present for decisions to be valid.

Issues that must be decided by the whole Governing Board and cannot be delegated to committees or to individuals:

1. The establishing of a selection panel to appoint a head or deputy Head Teacher.
2. Ratification of the appointment of the head and the deputy Head Teacher.
3. The size and membership of the whole Governing Board.
4. Appointment and removal of chair and vice-chair of governors and the length of their term of office.
5. Appointment and removal of co-opted governors and associate members.
6. Appointment and removal of the clerk to the Governing Board.
7. Suspension of a governor (for up to six months).
8. The structure of committees (their size, membership, and extent of delegation).
9. Signing off/formal agreement of the school budget.

Issues which can be delegated to committees but not to individuals:

1. The alteration, closure or change of category of a maintained school.
2. The approval of the first formal budget plan of the financial year.
3. The exclusion of pupils.
4. Responsibility relating to admissions which includes establishing a governors' admissions panel (VA schools only).

Delegation of staffing issues

The Governing Board has overall responsibility for all staff appointments and dismissals. With the exception of the appointment to leadership posts and the dismissal of the Head Teacher, it may delegate these responsibilities to:

- The Head Teacher
- An individual governor
- A group of governors, with or without the Head Teacher.

If the Governing Board delegates any of these functions to one or more governors, the Head Teacher is entitled to attend all proceedings and to offer advice, which must be considered by the governors concerned. However, Kirklees advice when appointing a new Head Teacher is that the out-going head takes no part in the selection of their replacement (see Head Teacher Recruitment guidance for further detail).

In all Schools, the Head Teacher is expected to lead on the following:

- Appointing staff outside the leadership group
- Making initial staff dismissal decisions (with the exception of the Head Teacher).

Staffing guidance from the Department for Education (DfE) requires governors to delegate these functions to the Head Teacher unless there are very good reasons for not doing so.

In all schools, governors lead the process of:

- Making appointments to the leadership group
- Hearing appeals against dismissals and hearing appeals under locally agreed disciplinary and grievance procedures.
- Dismissal & Appointment of the Head Teacher.

The appointment of leadership posts (including Head Teachers and Deputy Head Teachers)

Please remember that when appointing a Head Teacher, the serving Head Teacher is not part of the process, even if they are still in post. For maintained schools a designated LA officer can be purchased to support governors in organising the appointment process. If the school is a Church of England, Methodist or other Foundation basis the relevant body should be notified of the recruitment process e.g., the Diocesan Advisor will need input into a HT role description, advert and who needs to be on the selection panel). A guidance pack is available at <http://www.kirkleesbusinesssolutions.uk/> There must be a full governing board meeting to start the process. This enables all governors to have a say on the type of person, specific requirements, characteristics, experience etc. that they believe their school needs. If LA support has been obtained an LA officer will be present at the meeting at which a selection panel is decided. The panel is given the responsibility to select the head/deputy head. When the process is complete, the panel present their selection to a meeting of the full governing board for ratification, usually on the same evening as the final interviews. The purpose of this meeting is for the Governing Board to confirm that the process followed was robust, and therefore to confirm the panel's recommended candidate for appointment, not to question the choice of the candidate.

Decisions for the Governing Board

1. Does the Governing Board intend to maintain a Staff Discipline and Grievance Committee?
2. Do we know what we have delegated and to whom?
3. Do we receive regular reports about the functions we have delegated?
4. Do we have clear Terms of Reference for all committees?

Appendix 1 – Model Committee Constitution

1. Each committee must consist of **not less than three members** of the Governing Board.
2. The Governing Board must determine the membership and proceedings of any Committee and must review the establishment, terms of reference, constitution, and membership of any committee annually.
3. The establishment of any committee with delegated authority must be decided by a quorum of 50% of the governor places filled on the Governing Board.
4. The membership of a committee may include associate members (non-governors) appointed by the Governing Board, provided that a majority of members are governors.
5. The Governing Board shall decide whether associate members may vote at committee meetings.
6. The Head Teacher is entitled to attend any meeting of a committee.
7. Each committee must have a chair, appointed by the Governing Board, or elected by the committee. The Governing Board may remove the chair of a committee from office at any time. ***It is recommended that the chair of the governing board is not the chair of any committee.***
8. The chair of a committee has the casting (or second) vote, except where the chair is an associate member.
9. Other members of the Governing Board may attend any meeting of any committee but not vote.
10. Where there is a conflict between the interests of an individual member of the committee and the interests of the Governing Board, or where the principles of natural justice require a fair hearing and there is any reasonable doubt about the person's ability to act impartially, s/he should withdraw from the meeting and not vote.
11. The Governing Board may abolish a committee or withdraw its delegated powers.
12. Each committee must have a clerk appointed by the Governing Board (the Head Teacher cannot clerk meetings of the Governing Board, including committees).
13. Members of a committee must receive seven days' notice of a meeting and an agenda and papers to be considered at the meeting. A shorter timescale may be given if a committee chair decides the issue needs urgent attention.
14. The chair must sign minutes of all committee meetings after approval at the next meeting of the committee. All governors are entitled to a copy of the minutes, however under Regulation 15 (3) School Governance (Roles, Procedures and Allowances) Regulations 2013 confidential items may be deleted from the copy to be made available to the staff governors and observers.
15. The committee must make available for inspection, to anyone interested, a copy of the agenda, signed minutes and any reports and papers. Information of a confidential nature does not have to be made available for inspection.
16. The committee must report recommendations and/or decisions to the full governing board.

Important notes

- If the Governing Board decides to adopt or adapt this model constitution, it is important that the committees follow the principles laid down.
- If the Governing Board decides not to have a written constitution, they must agree basic principles and procedures for each of their committees and have these clearly minuted.
- This model may be used by academies, however, please refer to your Articles of Association and/or Scheme of Delegation.

Appendix 2 – Model Job Description for Chair of a Committee with Delegated Powers

1. To be responsible for drafting agendas in consultation with Head Teacher/senior manager/ head of department/and clerk.
2. To chair committee meetings.
3. To ensure the committee is quorate (minimum 3 governors who are named committee members).
4. To lead, motivate and support committee members.
5. To ensure new members are properly inducted.
6. To ensure the committee's work links appropriately with the school improvement priorities.
7. To sign approved minutes.
8. To be responsible for ensuring the Governing Board is informed of decisions made.
9. To respect confidentiality & remind Governors of code of Conduct and confidentiality of committee business.
10. To ensure committee minutes and supporting documents are available to anyone who wants to see them.
11. To ensure that the committee's work adheres to the agreed Terms of Reference and that the Terms of Reference are agreed annually by the full governing board.

Appendix 3 – Tips for Reporting to the Governing Board

1. Establish clear Terms of Reference for committees
2. Establish the principle that the committees have delegated authority to make decisions on behalf of the Governing Board. In depth analysis will happen in committee meetings
3. At full governing board the chair of each committee will concisely highlight key strengths, priorities for further development and anything on which a view or decision is needed from the whole Governing Board.
4. The Governing Board may question any specific points in the minutes but should avoid duplicating the work of the committee meeting. It is the chair's responsibility to ensure this happens.
5. Plan the key focus of each committee and full governing board meeting a year ahead to reflect priorities in the School Development Plan and feedback from self-evaluation processes. It is always possible to change if other issues take priority (See section 3).
6. Ensure that relevant members of staff are scheduled to report on key aspects of their work at appropriate points. For example, the assessment co-ordinator would report at least termly to the Standards & Effectiveness Committee about the progress of different groups of children towards their targets. In some cases, it may be the head who provides detailed reports for committees. Termly reports are better practice for updates on pupil progress so that challenge can be made at the appropriate time rather than waiting a whole year.
7. Chairs of committees and the head to decide which items will be scheduled for inclusion in the head's report each term. For example, in September the Standards & Effectiveness Committee will analyse SATs/GCSE results. The head's report to full Governing Board could build on that by saying what new strategies will be implemented to build on strengths and address weaknesses. It would be helpful to include information about how and when progress will be monitored.
8. All reports, whether to committees or full governing board to be circulated at least one week in advance of meetings.
9. Reports need to be concise, analytical, and evaluative. Raw data is of very limited use. A commentary identifying significant issues should be provided. Data should be contextualised. For example, data about one term's attendance is meaningless. Sufficient data needs to be provided to see the trend and to identify groups, classes, year groups that are performing well or are causing concern.
10. Ideally the head's report to full governing board will provide a strategic perspective, drawing on key findings from committees and saying what will be done next. They should also provide the Governing Board with an opportunity to explore issues that will impact on the school and the Governing Board as a whole for example the new inspection framework, academy status, the impact of the 2010 Equality Act. Anything that could be shared with parents such as lists of events should be put in a parents' newsletter and copied to governors.
11. Governors should be encouraged to respond to all reports with both positive feedback and probing questions and time should be allowed for this to happen.

Level of detail for a working party report

A working party should have been set up for a specific purpose and tasked with finding out the answers to specific questions or explaining particular issues. The detail required of the party's reporting will therefore reflect its initial objectives. If a working party has been examining an issue of particular strategic importance, it may well dominate the agenda of a full governing board meeting, and the working party may need to relay its findings at different points throughout the agenda.

Frequency of committee and working party reports

Academy committees are required by the model Articles/Scheme of Delegation to report decisions to the next full governing board meeting.

Otherwise, the frequency of reporting should depend on what value the reports will bring. If no decision has been taken by a committee, or no discussions of interest to the whole Governing Board have taken place, a committee does not need to give a report.

Academies

Section 106 of the Academy model Articles of Association state:

“Where any power or function of the Trustees has been exercised by any committee (including any Local Governing Body), any Trustee, the Executive Principal any other holder of an executive office, or a person to whom a power or function has been sub-delegated under Article 105A, that person or committee shall report to the Trustees in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the Trustees immediately following the taking of the action or the making of the decision”.

Articles of Association do vary between academies, so you should refer to your own for further details.

Appendix 4 - GOVERNING BODY HEALTH CHECK

This health check is the first step in the governing body self-review process and allows governors and governing bodies quickly to identify strengths and weaknesses. Work through the grids ticking the relevant box to indicate competence or compliance with each question. This can be done by the full governing body through discussion, or by individuals and the information collated to give an overview. Use the grid to identify which aspects of the Self-Review Toolkit should be used to drill deeper into each aspect. For example, if the majority of the governing body felt that no skills audit had been completed and governors were not appointed on the basis of their skills, then the GB should work more closely on Section 1 of the toolkit and draw up an action plan to address areas of concern.

Section 1: Do we have the right skills on the governing body?

We have undertaken a governing body skills audit.	Fully	Partly	Not at all	Don't know
We appoint governors based on the skills they bring to the governing body.	Fully	Partly	Not at all	Don't know

Section 2: Are we as effective as we could be?

We all understand the roles and responsibilities of school governors.	Fully	Partly	Not at all	Don't know
The clerk is trained, professional and independent of the school.	Fully	Partly	Not at all	Don't know
Meetings run efficiently and to time.	Fully	Partly	Not at all	Don't know
We have a budget for governor training and development.	Fully	Partly	Not at all	Don't know
Every governor receives the support they need to carry out their role effectively	Fully	Partly	Not at all	Don't know
We regularly seek out examples of good practice in other schools.	Fully	Partly	Not at all	Don't know
The size, composition and committee structure of the governing body works well and is efficient.	Fully	Partly	Not at all	Don't know
Every member of the governing body makes a regular contribution to the workload.	Fully	Partly	Not at all	Don't know

We review the performance of the governing body on a regular (annual) basis.	Fully	Partly	Not at all	Don't know

Section 3: Are we fulfilling out statutory duties and responsibilities?

All statutory policies and documents are in place and are current.	Fully	Partly	Not at all	Don't know
The school meets statutory requirements relating to safeguarding, pupil care and well-being.	Fully	Partly	Not at all	Don't know
The school meets statutory requirements relating to SEND.	Fully	Partly	Not at all	Don't know
The school meets requirements relating to the curriculum.	Fully	Partly	Not at all	Don't know

Section 4: Do we have a clear, shared vision for the school?

We have long term, shared aims for the school.	Fully	Partly	Not at all	Don't know
Governors contribute to the writing of the development plan.	Fully	Partly	Not at all	Don't know
The development plan includes a section on governing body development.	Fully	Partly	Not at all	Don't know
The governing body monitors the plan regularly	Fully	Partly	Not at all	Don't know
The plan feeds into governor activities (e.g. link governors) and agenda setting.	Fully	Partly	Not at all	Don't know

Section 5: Are we having an impact on outcomes for pupils?

All governors could explain in detail about how much the school has progressed over the last three years.	Fully	Partly	Not at all	Don't know
Governors could demonstrate or explain what the governing body's contribution to this has been.	Fully	Partly	Not at all	Don't know

Section 6: Do we hold school leaders to account?

Governors understand the school's performance data well enough to ask questions about it.	Fully	Partly	Not at all	Don't know
The headteacher's performance management process lead to better outcomes for pupils.	Fully	Partly	Not at all	Don't know
The performance management of other staff contribute to improved outcomes for pupils.	Fully	Partly	Not at all	Don't know
The governing body takes action to strengthen school leadership and engages in succession planning.	Fully	Partly	Not at all	Don't know
The school has robust financial management systems.	Fully	Partly	Not at all	Don't know
The governing body ensures best value for money.	Fully	Partly	Not at all	Don't know
The pupil's premium is being used effectively.	Fully	Partly	Not at all	Don't know

Section 7: Are we properly engaged with our school community, the wider school sector and the outside world?

There are mechanisms in place to listen to, and understand, pupils, parents and staff.	Fully	Partly	Not at all	Don't know
We report regularly to our parents and to the local community.	Fully	Partly	Not at all	Don't know
We collaborate with other schools and agencies.	Fully	Partly	Not at all	Don't know
We can demonstrate that these collaborations impact on improved outcomes for our pupils.	Fully	Partly	Not at all	Don't know

Section 8: Does the governing body have strong and effective leadership?

We carry out a regular review of the Chair's performance.	Fully	Partly	Not at all	Don't know
There is effective succession planning around governing body leadership.	Fully	Partly	Not at all	Don't know

The Chair, Vice-Chair and committee chairs are elected every year, or in line with their terms of office.	Fully	Partly	Not at all	Don't know
There are clear "job descriptions" for all governing body leadership roles.	Fully	Partly	Not at all	Don't know

Appendix 5 – Maintained Governing Board Delegation Planner

This delegation planner details the legal responsibilities that governing bodies have as well as wider responsibilities that are fundamental to effective governance. It is intended to support conversations between governors, headteachers and governance professionals about how tasks are delegated to ensure the governing body fulfils its duties.

While some functions may be delegated to committees or individuals, **the governing body retains collective responsibility** and should receive regular reports in order to stay informed.

This planner is not exhaustive; you may need to extend it to cover additional tasks that are relevant to your context. Policy approval is not detailed in this planner – please refer to the policy review schedule on [KBS](#) for support in this area.

Planner key:

✓	Delegation recommended
	Delegation not recommended
x	Cannot delegate to this level

Legal and compliance responsibilities

Area of responsibility	Task	Full board	Committee	Individual governor	Headteacher	Notes and resources
Admissions	1. Foundation and voluntary aided schools: comply with the School Admissions Code in setting out admissions arrangements, making decisions and managing appeals		✓		x	
	2. Make sure the school's admissions arrangements comply with the School Admissions Code and are fair, clear and objective		✓			
Attendance	3. Regularly review pupil attendance data and patterns		✓			See NGA attendance information
Behaviour	4. Make/review a written statement of behaviour principles (upon which the behaviour policy is based)	✓		x	x	See NGA guide to effective behaviour management
Budget and finance	5. Scrutinise the draft budget		✓			
	6. Approve the budget	✓		x	x	
	7. Monitor expenditure against the budget		✓			
	8. Approve the schools financial value standard (SFVS)	✓	x	x	x	NGA recommend that scrutiny of the SFVS takes place at committee level
	9. Monitor and oversee the impact of pupil premium and other targeted funding streams		✓			Monitoring is likely to take place across finance/resources and

Area of responsibility	Task	Full board	Committee	Individual governor	Headteacher	Notes and resources
	In primary schools, this includes PE and sport premium					curriculum/standards committees
Careers	10. Secondary schools: review and monitor the plan for delivering statutory careers education and guidance (pupils in year 7 to 13)		✓		x	
	11. Take a strategic interest in careers education and guidance			✓	x	Statutory guidance states that boards should appoint an individual governor for this purpose
Complaints	12. Approve a procedure for dealing with complaints		✓			Must be reviewed annually
	13. Make clear to parents where the complaints procedure can be found (usually published on school website)				✓	Please refer to guidance and Kirklees model complaints procedure
Curriculum	14. Ensure that the school has a broad and balanced curriculum that covers the national curriculum and (where applicable) delivers the EYFS statutory framework		✓			See NGA curriculum guidance – page 10 covers areas of focus for governing bodies
	15. Monitor and evaluate pupil progress and attainment and make appropriate recommendations to the finance/resource committee		✓			You may wish to refer to our committee model terms of reference
Data protection	16. Ensure that the school complies with the General Data Protection Regulation (GDPR) when handling information belonging to pupils, staff, parents and governors	✓				
Equalities	17. Ensure that the school and governing body complies with The Equality Act 2010 , which includes a distinct public sector equality duty	✓				
Exclusions	18. Review the headteacher's decision to exclude pupils in certain cases		✓	x	x	The governing body usually appoints a panel of governors to carry out this function
	19. Monitor data on pupil suspension and exclusion		✓			See part seven of statutory guidance on suspension and exclusion for details
Health and safety	20. Monitor the effectiveness of the school's health and safety policy and procedures		✓			Refer to NGA guidance on governing board oversight of health and safety
	21. Undertake health and safety inspections				✓	
Parents	22. Have regard to the views of parents (consult and listen to the parent body)		✓			

Area of responsibility	Task	Full board	Committee	Individual governor	Headteacher	Notes and resources
Pupils with SEND	23. Ensure that provision for pupils with special educational needs and disability (SEND) is in place and monitor effectiveness		✓			
	24. Have specific oversight of the school's arrangements for SEND		✓	✓		An individual governor (or a sub-committee) must be appointed to support monitoring of this area
Safeguarding and child protection	25. Promote the welfare of children and comply with the DfE's statutory guidance on Keeping Children Safe in Education and the Prevent duty	✓				Read the NGA safeguarding guidance for governing boards
	26. Comply with the requirement for the governing body to complete safeguarding training(see KCSiE part 2)			✓		
	27. Take leadership responsibility for safeguarding arrangements			✓		An individual governor must be appointed – see our safeguarding link governor role description
Staffing	28. Oversee staff pay, progression and CPD		✓			
	29. Headteacher recruitment and appointment		✓	x	x	Most of this process is managed by a board-appointed panel, with the board ratifying their decisions
	30. Headteacher suspension		✓		x	If necessary, the decision to suspend may be taken as a chair's action
	31. Headteacher reinstatement and dismissal		✓		x	
	32. Conduct headteacher performance management (appraisal) and review their pay		✓		x	The panel conducting the appraisal should provide a written recommendation to the pay committee (separate panels/committees are advisable)
	33. Operational employment decisions including recruiting and managing staff below senior leadership level				✓	

Wider responsibilities

Area of responsibility	Task	Full board	Committee	Individual governor	Headteacher	Notes and resources
Policies	34. Ensure that the policies required by law are in place, have been formally approved (by the governing body/committee) and are readily accessible	✓				Refer to the NGA's list of statutory policies
	35. Draft school policies				✓	
Risk management	36. Understand the main areas of risk associated with the board's strategic priorities and the school's improvement plans, ensuring these are captured within a risk register	✓				
	37. Maintain a risk register to document risks and control measures				✓	
School self-evaluation	38. Use evidence gathered from data and surveys to inform a process of self-evaluation that identifies what the school does well, and what areas require improvement				✓	Governors and trustees need to be assured that the self-evaluation process is accurate and helps them to make the right decisions – please use the toolkit available
School website	39. Ensure that required information is published on the school website and that school leaders have effective systems and routines in place to remain compliant	✓				Governing bodies should not need to carry out routine audits of the school website
Strategic direction	40. Set the strategy for the school (based on a clear vision for the future, with defined strategic priorities and a plan to monitor progress)	✓				The strategy document must be approved by the full governing body. Agreeing the strategy should be the result of collaboration between the governing body and senior leaders in the school.

Governing body business

The governance professional plays an important role in supporting and advising on matters of governing body business.

Function	Task	Full board	Committee	Individual governor	Headteacher	Notes
Organisation and constitution	41. Appoint governance professional (clerk to the board)	✓				Contact - Kirklees Governor Clerking service

	42.	Review/establish committees and panels and maintain terms of reference.	✓	x	x	x	
	43.	Elect a governing body chair and vice chair	✓	x	x	x	You may wish to consider co-chairing – see supporting guidance
	44.	Maintain and publish a register of pecuniary and business interests	✓				This is collated by the clerking service annually and must be published on the school website in September.
	45.	Approve a governors' expenses policy		✓			
	46.	Determine governing body constitution and terms of office	✓	x	x	x	
	47.	Draft schedule of governor monitoring visits to school	✓				Agreed between the governing body, school leaders and relevant staff
	48.	Ensure that the school and governance information is correct on Get Information about Schools	✓				The governance professional should ensure that this information is kept up to date
<i>Development</i>	49.	Adopt/review a code of conduct	✓				
	50.	Complete skills and diversity audits (and create action plans)	✓				Some boards choose to appoint a link governor to help coordinate board development
	51.	Conduct governing body self-evaluation	✓				

Section 5 – Recommend Committee Structure

As stated in Section 2 we recommend “streamlining” committee structures. With this in mind many governing boards still find a two-committee structure to be an efficient way of working. These two main committees do the core work of the Full Governing Body alongside the Statutory Pay, Staff Dismissal, Appeals, Complaints and Pupil Discipline Committees.

These suggested 2 committees are:

- Standards and Effectiveness Committee
- Resources Committee

Meetings of each committee are usually held termly and are scheduled to take place before the meeting date set for the full governing board. (For example, Resources Committee meeting followed by the full governing board meeting in the first half of the term and the second half term to be Standards and Effectiveness Committee followed by the full governing board meeting).

There is no official pattern or cycle for the order in which committees and full governing body meetings should meet. It is important that committee meetings are held at the right time and in the right order to ensure the work of Governing Body is effective.

The Governing Boards who have trialled this have benefited from both meetings (committee and full governors) being clerked by their experienced clerk and matters raised by the committee can also then be brought to the full governing board immediately.

The right model is the one which best suits your governing board and the priorities of the school. An example of good practice to assist this form of committee structure is for a Steering Group to be set up (membership to include chair of governors and chairs of committees) which meets termly.

If you want to look at alternative committee structures these can be found in section 7 of this guidance document.

If you would like to discuss the clerking arrangements for your committees, contact the Governor Clerking Service.

See below for Model Terms of Reference for the 2 Committee structure.

Model Terms of Reference - Standards and Effectiveness Committee

Name of Committee

Standards and Effectiveness Committee

Purpose

To provide support and challenge to the leadership of the school and to hold them to account in relation to the quality of educational provision including: the quality of teaching and learning; pupil progress and outcomes for pupils; the quality of the curriculum provision and delivery; behaviour and safety of pupils.

Membership

Governing Board to list the roles or names of governors to serve on this committee, for example chair or vice-chair of governors; SEND governor; safeguarding governor; literacy governor; numeracy governor.

Quorum

Three governors

Terms of Reference

To comply with the curriculum committee Terms of Reference (see page 48) and in addition:

1. To monitor the progress of the School Development/Improvement Plan regarding pupil progress and attainment and curriculum developments.
2. To ensure that the National Curriculum and RE (in accordance with the locally agreed syllabus) are taught and that the curriculum is:
 - Broad and balanced
 - Relevant to the needs and abilities of all pupils
 - Focuses on the necessary priorities to ensure that all pupils make good progress – especially in reading, writing and maths.
3. To ensure that the school promotes the spiritual, moral social and cultural development of all pupils
4. To ensure that statutory pupil assessments are carried out and results reported to parents/carers and appropriate bodies
5. To ensure that the school communicates clearly with parents
6. To ensure that relevant procedures are in place and effective in relation to child protection/safeguarding
7. To ensure that impartial careers advice is provided to pupils
8. To consider the impact of pupil premium on outcomes for relevant pupils
9. To monitor and review on a scheduled basis relevant statutory policies including:
 - Child Protection
 - Statement of principles (The Governing Board has a duty to produce and review a written statement of general principles to guide Head Teacher in determining measures to promote good behaviour and discipline amongst the pupils)
 - Sex Education (in primary schools the Governing Board decides whether or not this should be provided)
 - Special Educational Needs & Disabilities to ensure that the code of practice is met, and that the policy is published, made known to parents and reported on at least annually.

Model Terms of Reference - Resources Committee

Name of Committee

Resources Committee

Purpose

To provide support and challenge to the leadership of the school and to hold them to account in relation to the use of resources to support the priorities of the school including: the leadership of teaching and learning; the school budget; the employment and development of staff; the premises.

Membership

Governing Board to list the roles or names of governors to serve on this committee, for example chair or vice-chair of governors.

Quorum

Three governors

Terms of Reference

To comply with the finance committee, premises and health and safety committee and staffing committee Terms of Reference (see pages 49-52) and in addition:

1. Ensure a staffing structure is in place which meets the needs and priorities of the school and that requirements in relation to safer recruitment practices are met.
2. Ensure that a system is in place for staff appraisals and related CPD provision.
3. Make decisions on pay awards for staff following recommendations from the Head Teacher/review governors based on the outcome of the appraisal process (This could be the separate Pay committee).
4. Ensure a robust system is in place to monitor the quality of teaching and address underperformance.
5. Ensure that responsibilities in relation to NQTs are met and to support new school leaders as relevant.
6. Ensure matters of school security, school premises and health and safety are addressed.
7. Monitor and review on a scheduled basis relevant statutory policies including:
 - Health and safety
 - Staff appraisal
 - Staff pay and conditions
 - Accessibility plan
 - Data protection
8. Ensure that School Fund Audited accounts are presented to the full Governing Body in accordance with the Kirklees Finance Manual for Schools, section 15, sub section 4, and sent to Internal Audit for review.

Model Terms of Reference - Governing Board Steering Group

Name of Committee

Governing Board Steering Group

Purpose

To ensure the activities of the Governing Board are coordinated, efficient and productive.

Membership

The membership may include chair of governors, chair of committees.

Quorum

Three governors

Terms of Reference

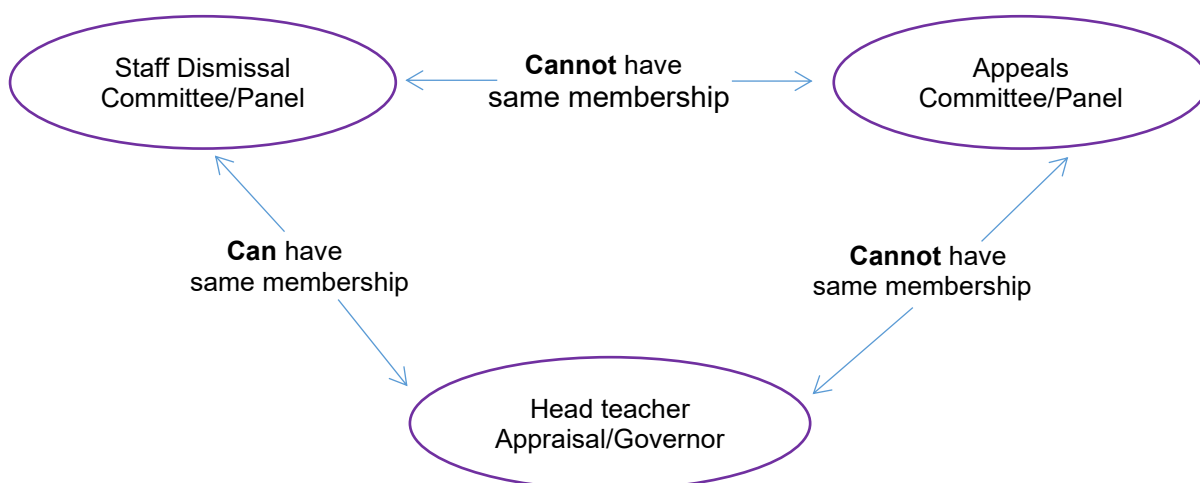
1. To plan the work of the Governing Board and its committees.
2. To draft an annual programme of meetings for the full governing board and the committees.
3. To identify the key priorities from the School Improvement Plan for consideration at full governing board meetings.
4. To identify priorities for discussion at the Governing Board committees.
5. To ensure governor consideration of key priorities dovetails with the relevant timescales in the School Improvement Plan and annual events e.g., budget setting, pupil progress and attainment outcomes.
6. To ensure an effective distribution of the governance workload.
7. To evaluate the effectiveness of the Governing Board processes.
8. Additional items the Governing Board may wish to include.

Section 6 - Essential Committees (“Ad Hoc Panels”) Which Carry Out Statutory Functions

The following panels do not meet on a regular, planned basis unlike other governing board committees. In addition, there are restrictions on who can sit on these panels in order to ensure a fair hearing.

It is, therefore, recommended that when panels are established/reviewed by the Governing Board for these functions each year a ‘**pool**’ of eligible governors is identified to be drawn upon should the need arise. The criteria for selection from the ‘pool’ should also be agreed, for example alphabetically by surname; starting at a different point on the list each time; ensuring overlap of membership to ensure continuity and passing on of skills, knowledge, and expertise. (Governors may also wish to give some consideration to whether it would be prudent to set up a collaborative arrangement with another school to avoid a situation of not having sufficient governors to deal with such matters.)

The following diagram may help when deciding membership of the Staff Dismissal and Dismissal Appeals Committees/Panels:



The essential committees (better referred to as panels) are:

- Staff Dismissal
- Dismissal Appeals
- Complaints
- Head Teacher Appraisal (must take place before 31st December)
- Pay Committee (must meet to agree pay awards by 31st October)
- Pay Appeals Committee
- Pupil Discipline.

Model Terms of Reference for these committees/panels are listed below, however for some of these named panel's membership must be also reflected in the relevant policy.

Regulations relating to Independent complaint panels

To appoint a governor from another school onto complaints panel a maintained school's governing body does not have to enter into, or already be in, a formal arrangement under the *School Governance (Collaboration) (England) Regulations 2003*.

If you arrange complaint panel meetings on an ad hoc, informal basis, you only need to source governors who are:

- suitably skilled
- can demonstrate their independence.

You can approach governors from any:

- category of governor
- associate member of another governing body

Maintained schools can ask governors in academies to serve on a complaints panel and vice versa.

The exception to this is when a maintained school wishes to appoint a standing committee (i.e., a committee which has been set with named governors) to hear all the complaints they receive under the committee's tenure. To appoint governors from another school onto the complaints committee, you must enter into a formal collaborative arrangement with another maintained school.

If appropriate, the clerk could ask for support from the:

- The Governor Clerking Service
- The Diocese

Model Terms of Reference - Pay Committee/Panel

Academies do not have to follow the School Teachers' Pay and Conditions Document (STPCD) when employing new teaching staff, but they may choose to do so.

Name of Committee / Panel

Pay Committee / Panel

Purpose

To review the outcomes and impact of the Pay Policy on an annual basis and to make decisions on staff pay following recommendations from the Head Teacher after the annual appraisal cycle has been completed. Please note members need to be able to challenge recommendations from the head teacher and need the requisite knowledge to be able to spot when something may be inaccurate.

Membership

The Pay Committee / Panel will comprise at least three governors (**membership of this committee/panel needs to be different to the appeals committee/panel**). All governors, including those employed at the school, are eligible for membership of the Pay Committee/Panel and to take part in any discussions (including those relating to individuals) where their interest is no greater than that of the generality of employees at the school. **(Note: Kirklees does not recommend the inclusion of staff governors on the committee/panel)**

Quorum

Three governors

Terms of Reference

1. To ensure that a robust system is in place for teacher appraisal and related CPD provision and pay awards.
2. To make decisions on pay awards for relevant teachers following recommendations from the Head Teacher (or in the case of the Head Teacher the review governors) based on the outcomes of the completed appraisal process.
3. To ensure a robust system is in place to monitor the quality of teaching and address underperformance.
4. To review anonymised samples of Performance Management documentation to ensure parity of evidence for progression E.g., Main scale Teachers, Early Career Teachers, Upper Pay Scale, and those on Leadership Scale.

Model Terms of Reference – Head Teacher Appraisal/Review Governors

Academies are free to determine their own arrangements for appraising teachers and the Head Teacher. The Governance Handbook published by the Department for Education (DfE) says that academies "may adopt the requirements for maintained schools if they wish".

Purpose

To undertake the Head Teacher's annual appraisal/review and ensure the school's teacher appraisal/review procedures are properly and appropriately conducted.

Governors who are undertaking the Head Teacher's appraisal/review are appointed by the Governing Board with fully delegated powers and have certain statutory responsibilities. The Governing Board decides whether the governors appointed to conduct the Head Teacher's appraisal/review make the final decision on a pay award or refer back to a relevant committee. Kirklees recommends that decisions on pay awards are made by the Pay Committee/Panel, which could contain some, but not a majority of the same governors.

The Head Teacher and staff governors cannot be Head Teacher Appraisal/Review Governors. The Governing Board must appoint two or three appraisal/review governors. In VA/VC schools, at least one must be a foundation governor. In voluntary aided schools, if there are three, then two must be foundation governors. Kirklees recommends that all schools appoint three Head Teacher Appraisal/Review Governors. **(Membership of this committee/panel needs to be different to the appeals committee/panel).**

Governor reviewers must:

- Ensure the appointment of an external advisor*
- Seek advice from the external advisor when setting objectives and reviewing the performance of the Head Teacher
- Meet with the Head Teacher and external advisor at the start of the appraisal/review cycle to plan and prepare for the performance review and set and record Head Teacher objectives relating to the Head Teacher Standards and the leadership and management of school priorities and pupil progress.
- Agree arrangements for monitoring the progress of the performance objectives at least once during the year.
- Meet with the Head Teacher and external advisor at the end of the review cycle to review the head's performance and identify achievements, including assessment of achievement against objectives, and to discuss and identify professional development needs/activities.
- Write a performance review statement and give a copy to the Head Teacher within 5 days of the review meeting and allow 5 days for the Head Teacher to add written comments.
- Provide the Head Teacher and chair of the Governing Board with a copy of the Head Teacher's performance review statement.
- On request, provide a copy of the Head Teacher's statement to those governors who are responsible for taking decisions in relation to promotion and pay, who should take account of this when making such decisions.

Any teacher appraisal/review appeal falls under the remit of the Appeals Committee/Panel. It is therefore recommended that the membership of this committee be different to the Appeals Panel.

* Kirklees Learning Partners have the skills and expertise to carry out this role and will provide full advice and guidance, including writing the Review Statement on behalf of the governors.

Model Terms of Reference - Staff Dismissal Committee/Panel

Governors should refer to the Pay Policy for their own school.

Name of Committee / Panel

Staff Dismissal Committee / Panel

Purpose

To consider matters relating to staff discipline.

This committee/panel is essential if the matter has not been delegated to the Head Teacher. It is generally thought inappropriate for employees to be members of these committees/panels.

Membership (With delegated powers)

The membership must not include the Head Teacher, staff governors. It is up to the governing body to determine whether or not associate members can be on a panel but must ensure they have the relevant skills and experience.

Quorum

Three governors

Terms of Reference

1. To decide any matter relating to staff grievance, disciplinary or competency procedures and issues involving dismissal, redeployment, or redundancy.

Model Terms of Reference - Appeals Committee/Panel

Key document - Governors are advised to refer to the appropriate policy and the appeals procedure.

Name of Committee / Panel

Appeals Committee/Panel (staff dismissal, grievances)

This Committee / Panel is essential, even if dismissal powers have been delegated to the Head Teacher.

Purpose

To hear appeals against initial decisions of the Staff Dismissal or Pay Committee / Panel or the Head Teacher about matters relating to the discipline, dismissal, appraisal or pay of staff.

Membership (With delegated powers)

The membership cannot include: The Head Teacher or governors that were part of the initial decision, staff governors or associate members.

Quorum

Three governors.

Terms of Reference

1. To hear appeals from any member of staff who objects to a decision of the Head Teacher or Staff Dismissal, Pay or Appraisal Committees/Panels.
2. To uphold or dismiss an appeal.

Model Terms of Reference - Complaints Committee/Panel

Key Document - Governors should refer to their Schools Complaints Policy & Procedures

Name of Committee / Panel

Complaints Committee / Panel

Purpose

To deal with complaints against the school that cannot be resolved by the Head Teacher or are concerning the Head Teacher.

Membership

It is important that the members of this committee/panel are not 'tainted' in any way by close involvement with the complainant or with the matter as originally dealt with by the school. For this reason, it may be better to have a number of governors who may be called on for the Complaints Committee / Panel, rather than to attempt to use the same membership to deal with all complaints. It may also be best for the chair of governors not to be on this committee/panel as (s)he is often the person who may be involved in early discussions with the complainant either before or after the formal complaint is made.

Academies:

The academy must ensure that at least one member of the panel is independent of the management and running of the academy. The panel cannot be made up solely of governing board members because they are not independent of the management and running of the academy. It is a matter for the academy to identify suitably independent individuals who can fulfil the role and responsibility of being the independent member.

A school's process for appointing an independent person should be outlined in its complaint's procedure.

Quorum

Three, and cannot include the Head Teacher, who is likely to be called to provide information to the committee/panel.

Terms of Reference

1. To review the Head Teacher's decision where a complainant is dissatisfied.
2. To investigate a complaint against a Head Teacher
3. To allow the complainant to present his/her case personally.
4. To allow the complainant to be accompanied by a friend.
5. At the committee/panel's discretion, to allow a pupil to be heard.
6. Following a tribunal format, the complainant and the Head Teacher will normally only be heard in each other's presence, unless this would be deemed to be inappropriate due to the specific details of the situation.

Complaints Committee/Panel guidance

It is the responsibility of individual schools to respond to complaints about the school/academy. Schools and academies are required by law to have and publicise their complaints procedures.

We recommend schools/academies follow the full LA guidance/toolkit. A brief overview is provided as follows:

The constitution of a Complaints Committee / Panel

The people on the panel will have no prior knowledge of the complaint or the investigation.

The panel should be made up of the first 3 impartial governors available who have no prior involvement or knowledge of the complaint. They will nominate a panel chair between them.

You could have 5 governors if you wanted, the important thing is that there's an odd number, so there can't be a tied decision.

The chair of governors would normally be 'tainted' by previous knowledge of the complaint due to their close relationship with the headteacher.

If you don't have 3 impartial governors available, you can seek more governors from another school or via the School Governor Clerking Service or Diocese. You could also convene an entirely independent panel if your whole board is aware of the substance of the complaint. Furthermore, a complainant has the right to request a totally independent panel if they believe there is likely to be bias in the proceedings. If this is the case, the complainant should write to the Chair of Governors explaining their reason for this belief.

If you arrange your complaint panel meetings on an ad hoc basis whenever a new complaint arises, and need to find more impartial governors, you don't need to appoint the impartial governors to your board, either as governors or associate members. The School Governance (Collaboration) (England) Regulations 2003 only apply to 'standing' committees (e.g., staffing or premises) that meet regularly and always involve governors from more than one school.

The impartial governors you source need to be suitably skilled and be able to demonstrate that they're independent of the complaint and can be impartial. The governors can be from any school type, any category of governor, and can be associate members.

Please also note:

- That governors who are employed to work at the school or who may have a direct involvement or prior knowledge of the case, are precluded from membership.
- If the Governing Board has not appointed a chair, or the chair is not available, the committee/panel shall appoint one of their number to be chair.

Remit of the panel

The purpose of this panel is to consider the complaint afresh and the way the investigation was conducted, ultimately it will wish to gather facts and make recommendations which should reassure a complainant that their complaint has been taken seriously. The role of this panel is to reinvestigate the complaint afresh.

This makes sure that:

- decisions are not taken in isolation.
- there is always a mechanism by which decisions are considered independently.

Once convened the panel will decide whether to deal with the complaint by inviting parties usually through written representations. A hearing will be considered if the panel believes it would be beneficial to the management of the appeal.

Note: If a hearing is deemed not necessary, the panel will review all evidence as directed by the agreed Chair. The panel will also consider the resolution to the complaint requested by the complainant. It will then make one of the same decisions as outlined below.

Decisions to be taken by the panel:

Firstly:

- To confirm or not that the complaints process has been followed fully and fairly.

Secondly, one of the following:

1. To confirm the Head Teacher's decision
2. To ask the Head Teacher to reconsider certain aspects of the complaint

Procedures to be followed by the Complaints Panel

The chair of the complaints panel (or the clerk to the governing board) should contact the complainant and invite them to a meeting. The conduct of the meeting will be at the discretion of the Chair however the following format is likely to be followed; timings will also be set for each item to ensure the meeting remains on track as agreed by the chair.

- the Chair will introduce the parties present and explain what will happen;
- The complainant will explain their complaint and put forward what aspects they continue to remain dissatisfied with;
- the Head Teacher will go through the process of the investigation, and which led to the school's response
- Witnesses to be brought by the complainant or the Head Teacher and questions can be asked when invited to do so by the Chair;
- The Head Teacher and the complainant to ask questions of each other and any witnesses;
- The committee/panel to ask questions of the complainant, Head Teacher, and any witnesses;
- The complainant and the Head Teacher to summarise their position and make a final statement to the panel.

Once all the evidence has been heard, the Chair will conclude the hearing and all parties except for the panel members and the clerk will leave and the panel will then consider its decision.

After considering the complaint afresh and reviewing the available evidence, the panel reviewing the complaint can decide to:

- uphold the complaint in part (in other words find an aspect or aspects of the complaint to be valid, but not the whole complaint) and direct for certain action to be taken;
- recommend, where appropriate, changes to the school's policies, systems, or procedures to the Governing Body to ensure similar problems do not happen again;
- dismiss the complaint entirely.

Brief minutes of the meeting should be made, regarding the date, time, and place of the meeting; people present; a brief account of the complaint; a brief account of the Head Teacher's decision; a record of the Panel's decisions. The minutes should not refer to people by name but by initials and a resolution recorded that the minutes will (be resolved to be) 'not available to the public at the school'.

A written response detailing the decisions, recommendations, and the basis on which these have been made should be sent to the complainant within **10 school days**. The Complaints Committee/Panel should feedback to the Head Teacher and chair. Governors may choose to revisit or review their policies as an outcome of any investigation.

The school should retain a copy of all correspondence and records of meetings.

If the complainant remains dissatisfied with the outcome, they should be notified of the right to appeal to the Secretary of State for Education.

A complaint may be made to the Secretary of State for Education if a person believes a governing board or LA is acting unreasonably or is failing to carry out its statutory duties properly. In academies the ESFA (Education and Skills Funding Agency) handles complaints on behalf of the Secretary of State. The complaint should set out fully the concerns and reasons why the complaint is being submitted, enclosing all previous correspondence relevant to the complaint. The complaint should be mailed to the department. Ofsted has powers to investigate certain complaints by parents about their child's school for the purpose of deciding whether to use its inspection powers.

For further information see the Ofsted website:

www.ofsted.gov.uk/resources/complaints-ofsted-about-schools-guidance-for-parents

Parents may also comment on their view of the school under twelve headings on Parent View:

<http://parentview.ofsted.gov.uk>

Note: If the complaint is about the Head Teacher, then the chair is advised to seek guidance from the LA before proceeding.

Further guidance and model procedures for dealing with complaints are available on: <http://kirkleesbusinesssolutions.uk/>

Academies must have a complaints procedure consisting of at least three stages:

- Informal (usually a meeting with the complainant)
- Formal (the complaint is put in writing)
- A panel hearing stage

Academies' complaints procedures must contain clear timescales.

Academies must allow the parent to attend and be accompanied at a panel hearing if they wish.

Academies should clearly signpost parents that are not satisfied about the handling of their complaint to the ESFA via the school's complaints form.

The ESFA can request that an academy re-examines a parent's complaint if it determines that the academy did not follow the correct procedure in the first instance.

Model Terms of Reference - Pupil Discipline Committee/Panel

Governors involved in this panel need sight of their schools Policy & Procedures for dealing with behaviour incidents that require a Pupil Discipline Committee

Name of Committee / Panel

Pupil Discipline Committee / Panel

Purpose

To review the use of exclusion within the school, including considering the views of the parent of an excluded pupil, and deciding whether or not to confirm exclusions of more than five days or where a pupil would miss an opportunity to take a public examination.

With delegated powers:

Quorum

Three governors

Membership

The membership must not include the Head Teacher. Governor Clerking Service recommends that a staff governor is not included. Associate members can sit on Panels as long as at least 3 of the other members are governors.

If any governor has a connection with the pupil, or knowledge of the incident that led to the exclusion that could affect his or her ability to act impartially, he or she should step down.

The chair has the casting vote in all cases where an even number of governors are considering the case.

Terms of Reference

1. To consider the actions of the Head Teacher in excluding the pupil.
2. To consider representations made by parents and by the LA.
3. To determine whether the pupil should be re-instated immediately, re-instated by a particular date or not re-instated.

Section 7 – Alternative Committee Structures and Some Model Terms of Reference

This section considers the advantages and disadvantages of the following alternative committee models:

- A full governing board with no committees (*the “circle model”*)
- Working parties
- Several committees
- A governing board with two or three committees
- Committees based on Ofsted areas of inspection

1. A full governing board with no committees

The **circle model of school governance** lets schools hold full governing body meetings but scrap most of their committee meetings.

What makes it different?

The task of monitoring specific areas is usually assigned to committees. In the 'circle model', it's delegated to **individuals or pairs** instead.

How does the circle model work?

The work of the scrapped committees is incorporated into an increased number of full board meetings. Each full board meeting will often have one main focus, such as the budget or educational standards.

Meetings are planned to match relevant dates, so a finance-focused meeting is held when the budget needs approval. The policy schedule can also be planned so relevant policies fall into the most relevant meeting.

Rather than a wide-ranging headteacher's report that covers absolutely everything, the head can be asked to produce shorter, more focused reports that just cover the subjects on that meeting's agenda.

Individual or pairs of governors are then assigned to monitor areas that would have been covered by committee work. They need to visit school regularly, speak to staff in charge of areas like SEND or safeguarding and then produce written reports to feed back to the full board.

It is advised that a governing board with no committees should meet twice a term and have mechanisms in place to address staff and pupil discipline matters. It is also suggested that working parties would be needed for specific tasks.

Be prepared to put the hours in

- Without committees, it will fall to **individual governors** to have a detailed understanding of a specific area to then feedback to the board
- You need a clear agenda to keep you on track with what you should be doing (find out more below)
- Use technology: sharing platforms they are a good way to let everyone have access to reports. This will make sure that you keep to targets and that your method of monitoring is effective

Have a clear whole-year agenda plan

- If you want to use **working parties** (for example, to tackle a time-consuming problem, read more about this below), clarify in your plan what they'll do and how they'll report back. This is to prevent creating too many groups throughout the year
- **Monitoring agenda:** set out which governors will monitor which aspects during school visits and when they'll report back to the board. This will make sure that you schedule visits before a full governing board meeting. For example:
 - Safeguarding governor to visit every half term
 - Other governors to conduct a link visit once a term

Monitoring visits are not different under this model. The only difference is who the governor will report back to afterwards, which is the whole board.

Like all things, this model has its pros and cons. The advantages and disadvantages of this structure include:

Advantages

- It's easier for the chair and headteacher to maintain strategic control of the agenda and decision-making.
- There aren't specialisms - so everyone has a degree of proficiency across all areas of governance.
- All governors have access to information and reporting at the same time - this can avoid repetition and prevent mixed messages.
- It can promote teamwork among governors.
- Some decisions can only be made by the full governing board, so it may save discussion time.
- No committees mean the chair and headteacher may be able to manage communications more effectively, especially if the school is going through significant change or crisis.
- There may be fewer meetings, so governor participation may improve.
- No need to agree terms of reference or committee membership.

Disadvantages

- The chair and headteacher could have excessive influence over proceedings.
- May make decision-making less efficient, and may make it harder for governors to participate, particularly new governors or governors with a more specialist skill set.
- Makes detailed scrutiny more difficult.
- Can mean a heavy workload for the chair and headteacher.
- Other governors don't get the chance to develop chairing skills, which may make succession planning more difficult
- Sensitive issues may be harder to address in a large group.
- Harder to respond quickly to urgent issues, as meetings of the full governing board tend to be longer and happen less frequently than committee meetings. This could mean the senior leadership team may not be held to account so effectively.

A note about associate members:

If you don't have committees, you won't be able to appoint associate members.

Instead, you'll need to appoint a full governor to fill any skills gaps. This is because associate members can only be appointed to committees.

2. Working parties

Boards with or without committees can use **working parties**, although boards using the 'circle model' are more likely to use them. You can form and dissolve working parties as and when they're needed.

Advantages

- Can be as small as 2 governors, eliminating the need to appoint chairs or have formal meetings.
- Limited in time, so these can be set up quickly to meet tight deadlines.
- Limited in scope, so governors can research an area in more detail.
- Gives governors an opportunity to explore multiple issues, developing a broader view of the school.

Disadvantages

- Doesn't allow governors to develop expertise in any specific area.
- The view is narrower so there's the potential to miss the bigger picture.
- Each working party will need terms of reference.

3. Using several committees

Some governing boards have committees to focus on very specific areas, such as marketing, staffing, or health and safety. This allows for very detailed discussion, but risks governors losing sight of their strategic remit.

Advantages:

- Shorter and focused meetings
- Clear lines of delegation, if these are properly agreed and recorded (through Terms of Reference)
- Shared workload (for example, chairing) and help with succession planning.

Disadvantages:

- Chairing and clerking may be inconsistent across the Governing Board and committees.
- Significantly increased workload for the Head Teacher (and chair)
- May present a problem to ensure that the meetings are quorate if the membership is small.

4. A governing board with two /three Committees (Recommended)

Some schools choose to have two (or three) committees in addition to the full Governing Board.

Advantages:

- Governors' knowledge and understanding of how the school works is increased by more focused discussion.

- Staff with a particular area of responsibility can report to governors in more detail. This improves knowledge and relationships between governors and staff and enables strategic priorities to be shared.
- Governors can ask more specific questions, which increases their understanding and enables them to fulfil their monitoring and evaluation role more rigorously.
- Meetings may be more frequent, so decisions can be made more quickly.
- Governors with a specialist knowledge or skill can use it more effectively.
- Committee chairs can report back to the full governing board. This increases governor participation and may use time more efficiently in full governing board meetings.
- A smaller group of governors who meet regularly around a specific topic are more likely to build their knowledge base and confidence.
- Shared workload (for example, chairing) and help with succession planning.
- A streamlined committee structure makes for efficient agenda planning and decision making.

Disadvantages:

- It takes time and effort to set up and to ensure all constituent groups on the Governing Board are involved.
 - If the different committee remits are unclear, some decisions can fall through the net.
 - Decision making can be less straightforward and take longer. This happens if, for example, there are implications for staffing and finance which may be relevant to two committees.
 - Governing board discussions can be repetitive.
 - Governor discussion may be in danger of becoming too detailed and less strategic.
- Clerking and minute-taking may be more problematic and expensive.

5. Committees based on Ofsted areas of inspection – NEW OFSTED FRAMEWORK

Having a committee structure based on the four main Ofsted inspection judgements (aside from overall effectiveness). From September 2019, these are:

- Leadership and Management
- Quality of Education
- Personal development
- Behaviour and attitudes

Advantages

- It ensures the governing board's work is properly linked to Ofsted's requirements.
- It prevents different requirements for one Ofsted area being split into different committees.

Disadvantages

- It might result in more committees than is necessary.
- It might mean there are more meetings for the Head Teacher to attend, which could become a burden.
- There is no Ofsted area for finance and premises.

Advice on making this structure work

- For example, 'quality of teaching' and 'achievement of pupils' can be linked into one committee. There would be no need for a 'leadership and governance' committee, as this is the overall function of the Governing Board, but that a finance and premises committee would need to be added.
- In order to restructure the committees in this way, everyone on the Governing Board should be on board with the changes. Governors should then vote on renaming the committees.
- It is important that the workings of the committees do not become an exercise in "box ticking against the Ofsted handbook". Instead, governors should be clear on the impacts each committee should have, which can be summarised into 'impact statements' and referred to in the Terms of Reference for each committee.
- At the first meeting of each committee, governors should look at the Terms of Reference for the previous relevant committee and decide whether it reflects what the new committee should be focused on. The Terms of Reference should be rewritten if this is not the case.

Model Terms of Reference - Curriculum Committee

Name of Committee

Curriculum Committee (or relevant name agreed by the Governing Board)

Purpose

To review and evaluate teaching and learning, pupil achievement and standards and the implementation of Every Child Matters.

Membership

The membership can consist of any member of the Governing Board, staff, and associate members.

Quorum

Three governors

Terms of Reference

1. To advise the Governing Board on standards and achievement, including statutory requirements.
2. To contribute to the development of the School Improvement Plan and School Self-Evaluation.
3. To monitor and review academic and pastoral arrangements to ensure the school delivers a broad and balanced curriculum in keeping with the ethos of the school and the requirements of the national curriculum and Every Child Matters.
4. To ensure the promotion of healthy lifestyles including healthy eating, consumption of water and appropriate education and information on health-related issues.
5. To ensure that there are effective and enforceable policies on safeguarding, bullying and child protection and that all pupils have confidence that these issues will be dealt with in an appropriate manner.
6. To ensure that as far as possible school is a place of positive experience and enjoyment for pupils and that the rewards system reflects this.
7. To ensure that regard is paid to pupils' spiritual, moral, social, emotional, and cultural development.
8. To ensure that pupils develop their understanding of their rights and responsibilities and have appropriate opportunities to make a positive contribution to the local community.
9. To consider curriculum issues which have implications for finance and personnel decisions and to make recommendations to the relevant committees or the Governing Board.
10. To make arrangements for the Governing Board to be represented at school improvement discussions with the local authority and for reports to be received by the Governing Board.
11. To ensure arrangements for educational visits follow the guidance available from the local authority.
12. To ensure effective provision for students with special educational needs and disability (SEND).
13. Monitor and review curriculum related policies.
14. To consider any curricular and careers matters referred by staff, students, parents, or the Governing Board (secondary only).
15. To evaluate and review the provision of extended school services.
16. To make recommendations to the Governing Board about school hours and the length of the school day.
17. Additional items which individual governing boards may wish to include

Model Terms of Reference - Finance Committee

Name of Committee

Finance Committee (or relevant name agreed by the Governing Board)

Purpose

To ensure the school has strategic plans in place to deliver effective teaching and learning within the school budget.

Membership

The membership could include any member of the Governing Board, school bursar/business manager and associate members. There is nothing in the regulations for maintained schools to prevent staff governors from sitting the Finance Committee.

Quorum

Three governors

Terms of Reference

1. To ensure the school adheres to the local authority's conditions of the Scheme for Financing Schools and Financial Regulations.
2. To ensure the school meets the relevant statutory requirements in relation to the School Financial Value Standard (SFVS) and that financial resources are managed effectively, and the school provides value for money.
3. To produce the annual budget for presentation to the Governing Board for approval including the delegation of responsibilities to budget managers.
4. To monitor the budget on a regular basis and provide termly updates (as a minimum) to the Governing Board
5. To exercise virement between heads of expenditure of the budget up to a limit of £xxxx (as agreed by the Governing Board)
6. To make decisions in respect of service level agreements and contracts up to a specified limit.
7. To make recommendations to the Governing Board with regard to a policy on charging and remissions.
8. To oversee the longer-term strategic planning of the school finances.
9. To review reports by internal audit as to the effectiveness of financial procedures and controls.
10. To monitor the income and expenditure of all non-public (voluntary) funds and ensure an audit of these funds is carried out annually.
11. To ensure that finance committee minutes and all decisions made are reported to the next meeting of the Governing Board.
12. To ensure that there is a Governor Allowances policy in place

Model Terms of Reference - Premises and Health and Safety Committee

Name of Committee

Premises and Health and Safety Committee (or relevant name agreed by the Governing Board)

Purpose

To ensure the school provides a safe, healthy, and sustainable environment for pupils, staff, and visitors.

Membership

The membership may include any member of the Governing Board, school caretaker and associate members.

Quorum

Three governors

Terms of Reference

1. To advise the Governing Board on priorities, including health and safety, for the maintenance and development of the school's premises and activities carried out, for example off site visits.
2. To ensure that a current and signed Health and Safety Policy is written and effectively implemented and monitored.
3. To ensure that suitable and sufficient arrangements and systems are in place to achieve effective risk management and recorded (for example audits of health and safety management systems, site inspections, equipment maintenance/inspections, risk assessments, safe systems of work, training plans, accident recording and investigation etc.).
4. To ensure there is adequate provision both in staffing, facilities, and resources to allow the school to meet both its legal and moral obligations with respect to health, safety, and welfare.
5. To oversee arrangements for repairs and maintenance in line with all health and safety requirements.
6. To oversee arrangements, including Health and Safety, for the use of school premises by outside users or for extended services, subject to governing board and local authority policy.
7. To establish and keep under review a Building Development Plan.
8. To establish and keep under review an Accessibility Plan.
9. To monitor the impact on teaching and learning of the condition of the school site and buildings.
10. To ensure the security of school premises (in consideration with safeguarding requirements).
11. Additional items which individual governing boards may wish to include.
12. Ensure a policy is in place for Charging and Remissions
13. To ensure that there is a policy in place for premises management documents (see the Federation of Property Societies (FPS's) guidance: Compliance monitoring in council buildings

Model Terms of Reference - Staffing Committee

Name of Committee

Staffing Committee (or relevant name agreed by the Governing Board)

Purpose

To ensure the school staffing complement supports the school's aims and ethos and is affordable.

Membership

The membership may include any member of the Governing Board and associate members are eligible, however may be given restricted voting rights.

Quorum

Three governors

Terms of Reference

(* Only if the matter has not been delegated to the Head Teacher)

1. *To be responsible for the recruitment of all teaching and non-teaching staff. To devise job descriptions, personnel specifications, advertisements and arrange and conduct interviews, except:
 - In respect of the Head Teacher and deputy Head Teacher whose recruitment is covered separately by legislation
 - In respect of those posts where the Governing Board has delegated the matter to the Head Teacher and a named governor acting together.
2. To make recommendations to the Governing Board on staffing levels and management structure.
3. To provide support, guidance, and accountability for the Head Teacher on all personnel matters.
4. To consider the Head Teacher's recommendations on teachers' salaries in line with the school pay policy.
5. To be responsible for the allocation of responsibility allowances and any consultation with staff groups about such matters as they see fit.
6. To review the School, Pay Policy, and its implementation in line with DFE and local authority regulations and guidelines, refer any financial implications to the Finance Committee, and report back to the Governing Board.
7. To support strategic planning for internal promotions and permanent staffing posts.
8. To receive reports and monitor the decisions delegated to the Head Teacher on temporary appointments (in accordance with the local authority's general policy on the employment of schoolteachers on fixed term contracts).
9. To report to the Governing Board on decisions taken by the committee in the exercise of any delegated powers.
10. To ensure that DBS checks are completed satisfactorily.
11. Ensure policies are in place for staff discipline, grievance, capability, and redundancy based on local authority guidance.
12. Ensure that all central record of recruitment and vetting checks are in place
13. To keep under review staff work/life balance, working conditions and well-being, including the monitoring of absence.
14. To ensure proper arrangements are in place to consider any appeal against a decision on pay issues

15. To decide matters of early retirement.
16. To meet the Governing Board's responsibilities under the Disability Discrimination Act 1996 especially in the area of employment.
17. To contribute towards the School Development / Improvement Plan regarding staffing and staff development.
18. To monitor the implementation of the School Improvement Plan regarding staffing and staff development.
19. Additional items which individual governing board may wish to include.
20. To ensure that the school has a complaints policy which is reviewed annually

Model Terms of Reference – Admissions Committee **(Academies, foundation, and aided schools only)**

Name of Committee

Admissions Committee

Purpose

Implements the Governing Board's admissions policy by taking decisions about the admission of, or refusal to admit, pupils to the school.

Membership

Head Teacher and at least two other governors.

Quorum

The quorum of the committee will be three members.

Terms of Reference

1. To act in accordance with the School Government Regulations, the Terms of Reference Regulations and other legislation affecting the conduct and responsibilities of school Governing Boards.
2. To appoint a chair at the first meeting in each academic year unless one has already been appointed by the Governing Board.
3. To consider all matters relating to the admission of pupils to the school, in accordance with the policy of the Governing Board.
4. To advise the Governing Board of decisions taken by providing at Governing Board meetings, for information, a statement of any decisions taken.

This statutory committee is only required for academies, foundation, and voluntary aided schools, where the Governing Board is the admissions authority. For community (including community special) and voluntary controlled schools the LA is the admissions authority, and this committee is not required.

Model Terms of Reference – Catholic Life Committee **(Catholic schools only)**

Name of Committee:

Catholic Life (or some variation)

Purpose Statement

To ensure that the Diocesan vision for Catholic education is articulated through the school's mission statement; and is clearly and effectively reflected in its policies, development plans and practices.

Delegated Powers

Quorum

Three governors. The Chair of this committee will be a foundation governor.

Terms of Reference:

1. To ensure that the Catholic vision of education is clearly and effectively articulated through the school's mission statement, policies, and development plans
2. To ensure that the school's liturgical, sacramental, and spiritual life is rooted in the tradition of Catholic Worship and prayer
3. To promote excellence in the teaching and learning of Religious Education
4. To ensure that an understanding and knowledge of the Catholic faith permeates all aspects of school life
5. To foster school/ parish collaboration
6. To encourage the putting of 'faith into practice' and 'social cohesion' through charitable activities and service to others in the wider community
7. To support and strategically direct:
 - The school as a Catholic school community
 - The prayer life of the school
 - Spiritual, moral, and personal development
 - Links with the Catholic Church and wider community
 - The RE department in its delivery of the RE curriculum
 - Section 48 documentation
 - Admissions

Parental engagement as part of the school community

Section 8 – Guidance for Multi Academy Trusts (MATs)

Please refer to our [separate guidance document](#) for Multi Academy Trusts.

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