



STREETSBROOK INFANT & EARLY YEARS ACADEMY

GOVERNING BODY, 2017/18

List of Committees and Membership thereof, along with Individuals Roles and Responsibilities

Introduction

As a governor, you will have responsibility for the strategic management of the school. New regulations came into force on 1 September 2000, which set out the “terms of reference” for governing bodies of all maintained schools in England and Wales.

The Regulations are made under section 38(3) of the 1998 School Standards and Framework Act. They set down a number of principles to operate as terms of reference for governing bodies. Governing bodies must act as a **corporate body**. They must also act with integrity, objectivity and honesty and in the best interests of the school. They must be open about, and be prepared to explain, their decisions and actions.

The role of the governing body

- (1) The governing body shall exercise their functions with a view to fulfilling a largely strategic role in the running of the school.
- (2) The governing body shall establish a strategic framework for the school by
 - (a) setting aims and objectives for the school;
 - (b) setting policies for achieving those aims and objectives;
 - (c) setting targets for achieving those aims and objectives.
- (3) The governing body shall monitor and evaluate progress in the school towards achievement of the aims and objectives set and regularly review the strategic framework for the school in the light of that progress.
- (4) In exercising the functions in paragraphs (2) and (3) above, the governing body shall -
 - (a) (subject to any other statutory provision) comply with any trust deed relating to the school;
and
 - (b) consider any advice given by the Headteacher under regulation 5(2) below.
- (5) The governing body shall act as “critical friend” to the Headteacher, that is to say, they shall support the Headteacher in the performance of her functions and give her constructive criticism.

Register of Business Interests

Governors and school staff have a responsibility to avoid any conflict between their business and personal interests and affairs and the interests of the School. One important means by which a school may demonstrate it is applying these principles is by maintaining a Register of Business Interests. Such a register must be maintained for governors and the Headteacher and must be freely available for inspection by governors, staff and parents.

Chair of Trustees: **Adrian Pierssene**

Chair of Governing Body: **Nikki Jamieson**

Vice Chair of Trustees: **Mark Rogers**

Vice Chair of Governing Body: **Kate Llewellyn**

Sub Committees

	CHAIR	VICE-CHAIR	Other Members
Standards Committee	Kate Llewellyn	Sophie Lawless	Sarah King Louise Minter Andrea Newsome Sarah Lay
Finance Committee	Adrian Pierssene	Deepak Padhiar	Nikki Jamieson Nigel Smitten Louise Minter Andrea Newsome
Childcare Committee	Nigel Smitten	Kate Llewellyn	Louise Minter Adrian Pierssene Nikki Jamieson
Personnel/Pay Committee	Kate Llewellyn	Lyn Shaw	Nikki Jamieson Louise Minter Nigel Smitten

Complaints	To be appointed as and when necessary
Disciplinary	To be appointed as and when necessary
Appeals	To be appointed as and when necessary

Governors wishing to place items on the agenda should speak to the Chair of Committees at least 2 weeks in advance of the meeting. The Chair will liaise with the Headteacher regarding agenda items, two weeks before the meeting, so that she may draw up an agenda.

The Clerk will ensure that agendas and supporting documents are uploaded to the website a week before the meeting. Items included in the 'annual programme' to be included.

Chair to liaise with Vice Chair if unable to attend any meeting.

Governors are expected to be well prepared for meetings by reading all the relevant paperwork (to be extended upon)

Minutes to be circulated to all Governors within two weeks following any meeting.

The Chair of Governors and Chairs of Committees will check minutes of the meetings, and liaise with the Head as appropriate.

The Business Manager will be invited to attend Finance and Full Governors meetings. The Childcare Manager will be invited to all Childcare meetings. The Childcare Administrator will be invited to Childcare meetings where applicable.

Individual Responsibilities		
AREA OF RESPONSIBILITY	NOMINATED GOVERNOR	RESPONSIBILITIES/ GOVERNOR ACTIVITIES
Chair of Governors	Nikki	To lead the Governing Body, to Chair meetings
Vice Chair of Governors	Kate	To act as Chair in Chair's absence
Chair of Trustees	Adrian	To lead the Board of Trustees, to Chair meetings
Vice Chair of Trustees	Mark	To act as Chair in Chair's absence
Special Needs, Child Protection and Equal Opportunities Governor	Sophie	<ul style="list-style-type: none"> To liaise with Special Needs Co-ordinator, meeting on a termly basis through attendance at termly Inclusion Forums To take an active role in the review of any associated policies e.g. Inclusion, Equal Opportunities, Accessibility Plan, Local Offer To attend relevant Governor training on SEND
Governor Induction and Professional Development	Kate & Nickie	<ul style="list-style-type: none"> To contact new governors as soon as they are appointed, ensuring they feel welcomed and valued. Arrange for new governors to visit the school, and receive all relevant information, including: <ul style="list-style-type: none"> – Governor's Leadership Handbook – Governor's Induction Policy – DfE Governance Handbook – Code of Conduct – Annual Training programme – Yearly Overview – Keeping Children Safe in Education document To liaise with Nickie to ensure appropriate on-going professional development for all governors, liaising with the Leader for Continuing Professional Development To liaise with LM & AN as appropriate to review policies e.g. Induction, CPD
Safeguarding & Responsibility for Looked After Children (LAC)	Sarah K	<ul style="list-style-type: none"> To liaise with the DMS (Louise Minter) and Lead for Health & Safety (Debbie Butlin), meeting once a term To liaise with LM & AN as appropriate to review relevant policies e.g. Safeguarding, Child Protection, Safer Recruitment To attend any relevant in-house and Governor training
Pupil Premium	Sarah L	<ul style="list-style-type: none"> To oversee and challenge Pupil Premium Spending on an annual basis To attend relevant training on Pupil Premium
Sports Premium	Sarah L	<ul style="list-style-type: none"> To oversee and challenge how the Sports Premium has been spent on an annual basis To attend relevant training on Sports Funding
Health & Safety	Nigel & Sarah K	<ul style="list-style-type: none"> To oversee policies and procedures related to Health & Safety To monitor risk assessments on an annual basis To complete Health & Safety walks around premises To oversee Educational Visits/ Evolve procedures

Outcomes for children and learners

1. EYFS:

- To narrow the gap in attainment between boys and girls in Communication & Language, Moving & Handling and all areas of PSED by at least 5%
- To narrow the gap between boys and girls in Reading by at least 15%
- To narrow the gap between boys and girls, working at expected and exceeding, in Writing by at least 20%

2. KS1

- To maintain high standards in Reading, Writing, Phonics & Mathematics
- To raise number of children working at Greater Depth in Reading, Writing & Mathematics

Quality of teaching, learning & assessment

3. To embed staff knowledge and understanding of the revised structure for teaching mathematics in order to ensure outcomes for children remain high
4. To implement the realPE programme into KS1
5. To develop Life Ready throughout the school

Personal development, behaviour & welfare

6. To implement a new scheme of work to support children's personal and social development

Effectiveness of Leadership & Management

School Leaders

7. To embed curriculum monitoring systems and processes
8. To review how Governors monitor Outcomes, the Quality of Teaching, Learning & Assessment, Personal Development, Behaviour & Welfare and Leadership & Management

School Improvement Plan Responsibilities – 2017-18:

Priority 1:	Lyn	To come into school once a term to meet with the EYFS Leader, Mrs Zoe Ward. Activities to include: <ul style="list-style-type: none"> • Scrutiny of data <ul style="list-style-type: none"> - Baseline - % on track to meet GLD - Attainment and progress of different groups including boys/girls, Ethnic Minority/White British, Pupil Premium, SEND, Most Able • Attendance at Pupil Progress Meetings • Scrutiny of books, learning journals • Learning walk through the EYFS, including Childcare
Priority 2:	Kate	To come into school once a term to meet with the Deputy Headteacher, Mrs Andrea Newsome. Activities to include: <ul style="list-style-type: none"> • Scrutiny of data <ul style="list-style-type: none"> - % on track to meet Age Related Expectations in Reading, Writing, Maths and Phonics - % working at Greater Depth - Attainment and progress of different groups including boys/girls, Ethnic Minority/White British, Pupil Premium, SEND, Most Able • Scrutiny of books – writing, maths, topic • Attendance at Pupil Progress Meetings • Learning walk through KS1
Priority 3:	Sophie	To meet with the maths leader, Mrs Elspeth Miller, on a termly basis. Activities to include: <ul style="list-style-type: none"> • Scrutiny of data <ul style="list-style-type: none"> - % on track to meet Age Related Expectations in maths - % working at Greater Depth in maths - Attainment and progress of different groups including boys/girls, Ethnic Minority/White British, Pupil Premium, SEND, Most Able

		<ul style="list-style-type: none"> • Scrutiny of books – maths • Scrutiny of planning – is the new structure being adhered to? • Maths Learning Walk throughout the school
Priority 4:	Adrian	<p>To meet with the PE leader, Miss Grace Flanagan, twice a year. Activities to include:</p> <ul style="list-style-type: none"> • Overview of the new scheme of work and what a PE lesson ‘looks like’ • Scrutiny of data <ul style="list-style-type: none"> - % on track to meet Age Related Expectations - Results of Fit4Schools testing - Attainment and progress of different groups including boys/girls, Ethnic Minority/White British, Pupil Premium, SEND, Most Able • Scrutiny of the PE Funding • Scrutiny of planning and PE evidence – is the scheme being used effectively • PE learning walk
Priority 5:	Deepak	<p>To meet with the leader for Life Ready, Mrs Zara Smith, twice a year. Activities to include:</p> <ul style="list-style-type: none"> • Overview of what Life Ready is about and the audit tool we have used to assess where we are • How Life ready is being developed at Streetsbrook, including opportunities for children through the curriculum, embedding of key employer ability skills • Meeting with our link Enterprise Advisor (when one is appointed) • Learning walk through school to observe children participating in Life Ready activities • Identifying what the impact has been
Priority 6:	Sarah L	<p>To meet with the PSHE leader, Miss Louise Dorow, twice a year. Activities to include:</p> <ul style="list-style-type: none"> • Overview of the new scheme of work and what a PSHE lesson ‘looks like’ • Scrutiny of data <ul style="list-style-type: none"> - % on track to meet Age Related Expectations - Attainment and progress of different groups including boys/girls, Ethnic Minority/White British, Pupil Premium, SEND, Most Able • Scrutiny of planning and PSHE evidence – is the scheme being used effectively • ‘Jigsaw’ learning walk through the school
Priority 7:	Kate	<p>To meet with the Headteacher, Mrs Louise Minter and/or the Deputy Headteacher, Mrs Andrea Newsome annually. Activities to include:</p> <ul style="list-style-type: none"> • Discussions with Senior Leaders about the impact of the monitoring systems and processes put in place • To attend a staff meeting where monitoring of the curriculum is the key focus
Priority 8:	Nikki & Kate	<p>To meet with the Headteacher, Mrs Louise Minter, on a termly basis to discuss:</p> <ul style="list-style-type: none"> • how governor monitoring activities can be more focused and targeted towards the SIP • how governors are held to account for their monitoring activities