



Barrowby Church of England Primary School

Schedule of Governance 2026-2027

Accurate when ratified and published September 2026



Year 6 Reading Stars – May 2026

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Welcome to Barrowby CE Primary School

Thank you for giving your time to be a school governor and for contributing to the life of our school.

This guidance has been created to bring together the information pertinent to the role of governor here at Barrowby CE Primary school. We hope you find it useful and interesting.

Governors at Barrowby Church of England Primary School are committed to upholding and promoting the school's vision.

Our school vision is deeply rooted and underpinned by Matthew 5:16:

14 You are the light of the world. A town built on a hill cannot be hidden.

15 Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house.

16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

We believe that:

*As a Church school family, we strive for excellence, ensuring that we all feel **happy, valued and loved**. We aim to provide an exciting, innovative, and relevant curriculum that enables all to 'shine' and develop as creative, respectful and independent citizens. We seek to promote equal opportunities for all so that each individual is encouraged to achieve their full potential and become lifelong learners who can make a positive contribution to society.*

Make your light shine, so that others will see the good that you do and will praise your Father in heaven. **Matthew 5:16**

This vision underpins all aspects of school life and is reflected in:

- The school's inclusive and nurturing environment
- The development of pupils' academic, social and emotional wellbeing
- A strong commitment to Christian values and the school's Church of England foundation

The governing board ensures that this vision is:

- Central to strategic decision-making
- Evident in policies, procedures and practices
- Embedded across teaching, learning and the wider curriculum

Principles of Governance

The governing board operates in line with the four core functions of governance, ensuring all actions are strategic, accountable and focused on improving outcomes for pupils.

These core functions are:

Ensuring clarity of vision, ethos and strategic direction

- Governors ensure that the vision “*Happy, valued and loved*” is consistently upheld and embedded across the school.
- The governing board sets clear priorities aligned to this vision and the school’s development needs.

Holding leaders to account for educational performance

- Governors provide appropriate challenge and support to ensure high standards of teaching and learning.
- The governing board monitors outcomes for all pupils, ensuring equity, inclusion and wellbeing are prioritised.

Overseeing financial performance and ensuring value for money

- Governors ensure resources are used effectively to support the school’s vision and priorities.
- Financial decisions reflect a commitment to providing the best possible opportunities for all pupils.

Ensuring the voices of stakeholders are heard.

- Governors seek the views of all stakeholders to inform understanding of the school.

The governing board operates at a strategic level, focusing on long-term planning, accountability and impact.

Governors:

- Work collectively to make decisions in the best interests of all pupils
- Provide constructive challenge and support to school leader
- Maintain high standards of professionalism, confidentiality and integrity

All governors share equal responsibility for governance, regardless of their category, and contribute their skills, knowledge and experience to support school improvement.

We are extremely proud of our school in which pupils, parents, staff and governors all work together to create a very happy, encouraging and challenging environment for our pupils. We strive for excellence in both teaching and learning, so that all our pupils irrespective of gender, race, creed, ability or disability are encouraged to be creative, respectful and independent so that ‘all children have the opportunity to fulfil their potential.’

We are proud of our long and distinguished history providing over 170 years of education in Barrowby. We greatly value our historical and ongoing connections with All Saints’ Church Barrowby, and with our local community; often joining with them to honour our past or celebrate the present.

We encourage and value our partnership with parents, governors and the local community, in providing the best possible education for our children, in an idyllic environment, with excellent facilities. We value highly the positive relationships within our school community which contribute greatly to our success.

Our Governors set the aims and objectives for our school and set the policies and targets for achieving those aims and objectives.

They monitor and evaluate the progress our school is making and act as a source of challenge and support to the headteacher. In practice, this means:

- Appointing and performance reviewing the head teacher and senior leaders, including making decisions about pay;
- Managing budgets and deciding how money is spent;
- Engaging with pupils, staff, parents and the school community;
- Sitting on panels and making decisions about things like pupil exclusions and staff disciplinary;
- Addressing a range of education issues within the school including disadvantaged pupils, pupils with special needs, staff workload and teacher recruitment; and
- Looking at data and evidence to ask questions and have challenging conversations about the school.

At Barrowby CE Primary School, Governors must be prepared to adopt the **‘Nolan Principles of Public Life’**:

- Selflessness;
- Integrity;
- Objectivity;
- Accountability;
- Openness;
- Honesty; and
- leadership.

Governors should also be:

- committed to their role and to young people;
- confident in having courageous conversations;
- curious with an enquiring mind;
- able to challenge the status quo to improve things;
- collaborative to build strong relationships;
- critical to improve their own work and that of the board; and
- creative in problem solving and being innovative.

As a Governor you are warmly invited to visit school either individually or as part of the twice-yearly Governor’s Monitoring Visits as well as attend the various school or church-based events and functions. Please remember to confirm with the school office if you wish to attend any of these events.

Thank you for volunteering your time to become a Governor at Barrowby Church of England Primary School and welcome to the team.

Yours sincerely



Steven Clark
Chair of Governors



Len Batey
Headteacher

Governors Code of Conduct

Governors Code of Conduct

- 1.1 We understand the purpose of the body and the role of the school leaders.
- 1.2 We accept that we have no legal authority to act individually, except when the body has given us delegated authority to do so, and therefore we will only speak on behalf of the governing body when we have been specifically authorised to do so.
- 1.3 We accept collective responsibility for all decisions made by the body or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting.
- 1.4 We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- 1.5 We will encourage open governance and will act appropriately.
- 1.6 We will consider carefully how our decisions may affect the community and other schools.
- 1.7 We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/group of schools. Our actions within the school and the local community will reflect this.
- 1.8 In making or responding to criticism or complaints we will follow the procedures established by the governing body.
- 1.9 We will actively support and challenge the school leaders
- 1.10 We will accept and respect the difference in roles between the body and staff, ensuring that we work collectively for the benefit of the organisation.
- 1.11 We will respect the role of the school leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements.
- 1.12 We agree to adhere to the school's rules and policies and the procedures of the governing body as set out by the relevant governing documents and law.
- 1.13 When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views.
- 1.14 When communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation.

2. Commitment

- 2.1 We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- 2.2 We will each involve ourselves actively in the work of the governing body, and accept our fair share of responsibilities, including service on committees or working groups.
- 2.3 We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- 2.4 We will get to know the school well and respond to opportunities to involve ourselves in school activities.

- 2.5 We will visit the school, with all visits arranged in advance with the headteacher and undertaken within the framework established by the governing body.
- 2.6 When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor.
- 2.7 We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- 2.8 We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- 2.9 In the interests of transparency we accept that information relating to governors will be collected and logged on the DfE's national database of governors.

3. Relationships

- 3.1 We will strive to work as a team in which constructive working relationships are actively promoted.
- 3.2 We will express views openly, courteously and respectfully in all our communications with other governors, the clerk to the governing body and school staff both in and outside of meetings.
- 3.3 We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- 3.4 We are prepared to answer queries from other body members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- 3.5 We will seek to develop effective working relationships with staff and parents, the local authority and other relevant agencies and the community.

4. Confidentiality

- 4.1 We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- 4.2 We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting.
- 4.3 We will not reveal the details of any governing body vote.
- 4.4 We will ensure all confidential papers are held and disposed of appropriately.

5. Conflicts of interest

- 5.1 We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing body's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.

- 5.2 We accept that the Register of Business Interests will be published on the school's website.
- 5.3 We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- 5.4 We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body.

6. Ceasing to be a governor

- 6.1 We understand that the requirements relating to confidentiality will continue to apply after a governor leaves office.

7. Breach of this code of conduct

- 7.1 If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing body will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- 7.2 Should it be the chair that we believe has breached this code, another governing body member, such as the vice chair will investigate.

8 The Seven Principles of Public Life

- 8.1 (Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).
- 8.2 **Selflessness** - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.
- 8.3 **Integrity** - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.
- 8.4 **Objectivity** - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
- 8.5 **Accountability** - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
- 8.6 **Openness** - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.
- 8.7 **Honesty** - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- 8.8 **Leadership** - Holders of public office should promote and support these principles by leadership and example.

I agree to abide by the Governors code of conduct

Name

Signature

Date

Agreed by governing body at 07/07/2026 FGB

9. Code of Conduct for Governors

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, annually.

Last reviewed: September 2026

Next review: September 2027

Governor Recruitment and Appointment Process

The purpose is to establish a clear, fair and robust approach to recruiting, electing and appointing governors, ensuring that the governing board maintains a balanced mix of skills, experience and representation. This process is informed by the outcomes of the governing board's skills audit, so that appointments are aligned with identified needs and strengthen the overall effectiveness of governance.

Types of Governors

The governing board is made up of 12 governors from different categories, each bringing specific perspectives, skills and responsibilities.

These include:

Ex Officio Governors

Individuals who serve on the governing board by virtue of their role (e.g. the Headteacher or incumbent of the parish).

Foundation Governors (3 members)

Preserve and develop the school's Christian character, ethos and distinctiveness, two are appointed by the Parochial Church Council (PCC) or relevant foundation body i.e. Diocese of Lincoln and one is the incumbent who is an ex officio governor by their right of office.

Local Authority Governors (1 member)

Nominated and appointed by the Local Authority, taking into account the needs of the governing board and identified skills requirements.

Parent Governors (2 members)

Parent Governors serve a four-year term of office. Where vacancies arise, nominations are invited from the parent body. Each nomination includes the name of the candidate and a statement outlining reasons for standing. A ballot is shared with all eligible parents and each parent has the opportunity to vote. The candidate receiving the majority of votes is elected.

Staff Governor (1 member)

Staff Governors serve a four-year term of office. Where vacancies arise, nominations are invited from all eligible staff. Each nomination includes a statement outlining reasons for applying. A staff ballot is held and the candidate receiving the majority of votes is elected. Elected by staff members to contribute a professional staff perspective.

Co-opted Governors (4 members)

Co-opted Governors are appointed for a defined term as determined by the governing board. Recruitment is based on identified skills gaps from the governing board skills audit. An advertisement is drafted and published, outlining the role and required skills. This is shared via the school website, social media and other appropriate platforms. Expressions of interest are received and reviewed by the Headteacher, followed by an informal meeting to discuss the role. Candidates then complete a formal application, and references are sought. Applicants are invited to interview with members of the governing board and are assessed for suitability against the skills audit and governance needs. The governing board agrees the appointment.

Once the governing board is fully constituted, governors work collectively to ensure that roles and responsibilities are allocated effectively to support the strategic leadership and oversight of the school.

Roles are assigned in a structured and transparent manner, ensuring the strengths of individual governors are aligned with the needs and priorities of the school.

Allocation of Roles

At the July governing board meeting, the governing board reviews its structure, responsibilities and current priorities in the Schedule of Governance. During this process:

- Election of Chair and Vice Chair Person: A vote is held and the candidate receiving the majority of votes is elected from the board. These roles provide leadership to the governing board and ensure effective governance processes are maintained throughout the year.
- Other governor roles are allocated across key areas (e.g. Safeguarding, SEND, Attendance, Pupil Premium, etc.) according to the skills, knowledge and experience of Governors.
- Committee memberships and responsibilities are confirmed.
- Calendar of Governor activities aligned to the School Development Plan are agreed.

Roles are assigned based on:

- The skills, knowledge and experience of governors
- Outcomes from the skills audit
- Individual interests and areas of expertise
- The strategic needs of the school

Once the Schedule of Governance has been reviewed and updated to reflect agreed roles, responsibilities and committee structures, it is formally presented to the governing board at the September Full Governing Board (FGB) meeting for ratification.

This ensures that all governors have clarity regarding their roles and responsibilities, and that the governance structure is formally agreed, transparent and aligned with the strategic priorities of the school for the academic year.

To ensure that all new governors are welcomed, supported and equipped with the knowledge and understanding required to fulfil their role effectively they complete our Induction Process.

Induction Process for New Governors

Once a governor has been successfully recruited and all pre-appointment checks, including DBS clearance, have been completed, they are able to formally join the governing board.

Initial Induction

- The Headteacher provides key documentation, including:
 - The Schedule of Governance
 - The relevant Role Descriptor
- This ensures clarity regarding responsibilities and expectations from the outset

Buddy Support

- The Chair of Governors assigns an experienced governor as a buddy
- The buddy makes contact with the new governor prior to their first governing board meeting
- The buddy provides:
 - Guidance on governance practice
 - Support in understanding meeting processes and expectations

Training and Development

- The relevant Training Governor explains CPD expectations
- Governors are signposted to appropriate training, including opportunities through the National Governance Association (NGA)
- New governors are expected to engage in induction training and ongoing professional development

Early Review

- The Chair of Governors meets with the new governor at the end of their first term of office
- This meeting:
 - Reviews the effectiveness of the induction process
 - Provides an opportunity for reflection, feedback and support

Induction Evaluation

- New governors complete an Induction Survey
- The Chair reviews this with the governor to:
 - Identify strengths in the induction process
 - Highlight any areas for improvement

Ongoing Support

Governors continue to receive support through:

- Access to training and development opportunities
- Engagement in governance activities and monitoring
- Ongoing communication with the Chair and wider governing board

Exit Process for Governors

When a governor leaves the governing board, an Exit Survey is completed.

- The Chair of Governors reviews the survey in discussion with the Headteacher
- This process aims to:
 - Understand reasons for leaving
 - Identify any themes or patterns
 - Capture lessons learned to strengthen future governance practice

Governor Training & Development

In order to be an effective governor, it is necessary to undertake training and CPD and this can be done in a number of ways:

- Lincolnshire County Council has subscribed to the **NGA learning link training** scheme:
<https://www.nga.org.uk/ConsultancyandTraining/NGA-Learning-Link-e-learning.aspx>

If you do not have login details, please contact our School Business Manager for assistance.

All governors undertake the induction modules within their first year of governance and also any training courses pertinent to any link roles or other responsibilities. Lincolnshire County Council and The Diocese of Lincoln also run training courses which might be of interest.

More details can be found via the **Diocesan training link**:
<https://www.lincolnshiretsa.co.uk/governance>

If you wish to undertake any courses, please talk with the Chair of Governors to confirm the most suitable training for your needs. When you have completed a training course please fill in an evaluation form (see Appendix 3).

In addition, we recommend that you keep up to date with the following documents all of which can be found on our website:

- | | |
|---------------------------|---|
| • Arts Summary | Outline the Arts & impact/benefit for pupils |
| • Diocesan Inspection | Results of Diocesan Inspections |
| • Parental Surveys | Comprehensive selection of survey results |
| • National Outcomes | Statutory Assessment Tests-SATs Results |
| • Newsletters | Keep up to date with our busy School Life |
| • OFSTED Report | |
| • Pupil Premium Report | Description of allocated funding and its impact |
| • Self-Evaluation | Description of school's evaluation systems |
| • School Development Plan | Outline of School Development Priorities |
| • Sport Premium Report | Description of allocated funding and its impact |

You should be familiar with the following school policies:

- Behaviour Policy
- Child Protection & Safeguarding Policy
- E-Safety Policy
- Finance Policy
- Health & Safety Policy

In addition, all school policies are available on the school website.

Lincolnshire County Council Governor Support and the Diocese run Governor Partnership Briefings 3 times a year at various locations around the county.

They are an excellent way of finding out the latest developments within education and networking with fellow governors.

Lincolnshire County Council Governor Support

Governor Partnership

- **Autumn Term**
Date: TBC
14:00 - 15:00
19:00 - 20:00
- **Spring Term**
Date: TBC
14:00 - 15:00
19:00 - 20:00
- **Summer Term**
Date: TBC
14:00 - 15:00
19:00 - 20:00

Dates for next academic year and all other training available including governor induction is included within local authority governance updates that are sent out to all governors by the clerk to the governors.

All governors should aim to attend at least one meeting a year. The booking information for these sessions, and all Governor and Clerk training sessions, will be included in the Governance Support, Training and Development booklet, which will be distributed to all governors and Clerks at the beginning of the Autumn Term. If you have any questions about this event please email: GovernorSupport@lincolnshire.gov.uk.

Diocese of Lincoln Governor Support

We are offering 3 dates for our forthcoming Governor Network Meetings:

- Autumn 2026 - TBC
- Spring 2027 – TBC
- Summer 2027 – TBC

All governors should aim to attend at least one meeting a year. All bookings can be made via [THIS LINK](#).

Evaluating Governor Learning

As part of participating in governor continuous professional development, we have created a governor training pathway which outlines the expectations of governors to complete.

The expectation is:

- All **Essential** courses to be completed in the first full academic year of service
- All **Should** courses be completed next academic year
- All **Could** courses the following academic year and
- Finally the **As and When** courses completed the following academic year.

This is not prescriptive as far as if there is a need to complete a course sooner, please do so. Please contact your training governor or school business manager for any access issues and please contact NGA or see Appendix 10 for further guidance.



For any course completed, please complete [CPD Course Evaluation – Fill in form](#) and provide the details and certificate (if applicable) of the training undertaken.

Child Protection and Safeguarding

At Barrowby CE Primary School we are committed to Safeguarding and promoting the welfare of all our pupils.

We expect all members of our school community to share in this commitment. We see this as:

"...everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child."

Keeping Children Safe in Education

Safeguarding is about keeping children and young people safe. All those who come into contact with children and families in their everyday work, including Governors have a duty to safeguard and promote the welfare of children.

Safeguarding Team

At Barrowby Church of England Primary School:

- The Designated Safeguarding Lead is Mr Len Batey.
- The Deputy Designated Safeguarding Lead is Mrs Ward.
- Safeguarding Officers include Mrs Selby and Miss Lees.
- The Safeguarding Governor is Mrs Sarah Eite.

If you have any issues about child protection or have concerns regarding the safety or well-being of any child in our school, do not hesitate to contact a member of our Safeguarding Team immediately.

The safety and well-being of the children in our care is of paramount importance.

The purpose of all that we do at Barrowby Church of England Primary School is to strive for excellence, to ensure that we create a happy and secure environment; one in which every child, irrespective of gender or ability achieves their potential; a place where each individual is nurtured so they can experience success and joy in learning.

If you would like to know more about our policy or procedures for Safeguarding and Child Protection, please view our policy within the school's website. Alternatively, please contact Mr Len Batey our Head teacher and Designated Safeguarding Lead.

All governors will be expected to have a DBS check and will be required to undertake annual safeguarding training to keep up to date with current guidance and legislation.

Governing Body Structure

Our governing body is made up of 12 equal standing members as follows:

1	Ex Officio Governor (Ex)
3	Foundation Governors (F)
4	Co-opted Governors (C)
2	Parent Governors (P)
1	Staff Governor (S)
1	Local Authority Governor (LA)
	The Head Teacher (HT)

Chair of Governors

- Mr Steven Clark

Vice Chair

- Sarah Eite

Ex Officio Governors

- Mr Len Batey (Headteacher)

Foundation Governors

(Appointed by Lincoln Diocese, and representing Barrowby Church PCC)

- Hartley Moyes 15.07.2025 – 14.07.2029
(2 Vacancies)

Local Authority Governors

(Nominated by the Local Authority)

- (1 Vacancy)

Parent Governors

(Elected by parents)

- Mrs Sarah Eite 08.03.26 – 07.03.30
- (1 Vacancy)

Staff Governors

(Elected by school staff)

- Mr Sam Caton 02.03.25 – 01.03.29

Co-opted Governors

(Appointed by the Governing Body)

- Mr Steven Clark 13.03.2026 – 12.03.2030
- Mr Barry Good 04.09.2025 - 03.09.2029
- (2 Vacancies)

Clerk to the Governors:

Mrs Denise Reed: Denise.reed.synergy.t21@btinternet.com.

Responsibilities

The governing board provides strategic leadership and oversight, ensuring the school delivers high-quality education within a safe and inclusive environment. Governors take on specific roles and responsibilities which enable focused monitoring and informed decision-making.

Responsibility	Governor
Admissions	Barry Good Sarah Eite Hartley Moyes
Attendance Governor	Sarah Eite
Arts Governor	Steven Clark
Complaints	Any 3 Governors
E-Safety & Online Governor	Sam Caton
EYFS	Steven Clark
Food & Allergies In School	Barry Good
GRACE School Liaison	Chair of Governors
Health and Safety	Barry Good
HTPM	3 trained HTPM governors: • Hartley Moyes • Sarah Eite • Steven Clark
HTPM Appeals	1 trained HTPM from Grace Schools
Mental Health and Wellbeing Governor	Sarah Eite
Pay Progression Panel	Steven Clark Sarah Tierney Barry Good Len Batey
Pay Appeal Panel	Any 3 Governors as available
Pupil Discipline Panel	Any 3 Governors as available
Pupil Premium	Steven Clark
RE & Collective Worship Governor	Hartley Moyes
Staff Discipline Panel	Barry Good Hartley Moyes Len Batey Sarah Eite
Safeguarding and Safer Recruitment	Sarah Eite
SEND	Barry Good
Staff Discipline Appeals Panel	Any 3 Governors as available
Sport Premium	Barry Good
Training	Sarah Eite
Website Audit	Thomas Liddiard

Working collectively, governors set the school's vision and values, hold leaders to account for educational performance, and ensure effective use of resources.

Through both their individual link roles and shared duties, governors support and challenge school leaders while maintaining strong engagement with the school family and wider community, ensuring that all are supported to achieve their full potential.

Governor Visits

Governor visits form part of the governing board's strategic monitoring role. They provide first-hand understanding of school priorities while maintaining a clear distinction between governance and operational practice.

Visits are:

- Planned and linked to the School Development Plan (SDP)
- Focused on strategic monitoring and evaluation
- Reported back to the Full Governing Board (FGB)

Annual Overview of Governor Visits

Autumn Term

September

- **Safeguarding Governor**
 - Review Safeguarding Policy
 - Review updates to *Keeping Children Safe in Education (KCSIE)*
 - Check dissemination of safeguarding information
 - Review Safeguarding Panel arrangements
 - Review visitor protocols
 - Meet SBM: recruitment checks, training focus, safeguarding systems, 6-year training pathway
- **Health & Safety Governor**
 - Review Health & Safety Policy
 - Review risk assessments and compliance
 - Meet Wrap Around Care Supervisor (food storage and safety compliance)

November

- **Food in School Governor**
 - Meet SBM to review:
 - School menus (The Farm Kitchen)
 - Wraparound provision menus (Breakfast & After School)
 - Recipe cards and food standards compliance
- **SEND Governor**
 - Meet SENDCo:
 - Review SEND Information Report
 - Check website compliance
 - Review contextual data (EHCP %, SEND %, EAL, vulnerable groups)
 - Review progress of vulnerable groups
- **Pupil Premium Governor**
 - Meet Deputy Headteacher:
 - Review PP strategy
 - Review expenditure and impact
 - Check website compliance
- **Health & Safety Governor**
 - Review Health & Safety log
 - Check compliance of routine checks

Governor Role	Focus of Visit	Key Activities
SEND Governor	SEND Provision	Meet SENDCo to review SEND Report, website compliance, contextual data (EHCP %, SEND %, EAL), and progress of vulnerable groups
Pupil Premium Governor	Disadvantaged Pupils	Meet Deputy Headteacher to review PP Strategy, expenditure and impact, and website compliance
Food in School Governor	Food Provision	Meet SBM to review menus (The Farm Kitchen), wraparound menus, recipe cards, and compliance with food standards
Health & Safety Governor	Compliance & Systems	Review Health & Safety log and check routine compliance systems
Safeguarding Governor (early follow-up if needed)	Recruitment/Systems	Ongoing checks linked to recruitment and safeguarding systems (if required following September visit)

Spring Term

March

- **Safeguarding Governor**
 - Meet SBM to review:
 - Single Central Record (SCR)
 - Personnel files (safer recruitment compliance)
 - Meet DSL:
 - Review Safeguarding Audit
 - Review actions and trends
- **EYFS Governor**
 - Meet Assistant Head (EYFS & PD):
 - Review EYFS provision and outcomes
- **Mental Health & Wellbeing Governor**
 - Meet Assistant Head (Behaviour & Inclusion):
 - Review staff, pupil and parent wellbeing
 - Review pastoral provision and impact
 - Review workload and wellbeing initiatives
- **SEND Governor**
 - Meet SENDCo:
 - Review progress and outcomes of vulnerable groups
 - Evaluate impact of interventions
- **RE & Collective Worship Governor**
 - Meet RE Lead:
 - Review curriculum (LTP and maps)
 - Check alignment to Lincolnshire Agreed Syllabus
 - Review priorities and actions

Summer Term

June

- **Safeguarding Governor**

- Meet DSL:
 - Review safeguarding training and impact
 - Review trends and priorities
 - Inform governors of annual training requirements

Governor Role	Focus of Visit	Key Activities
Safeguarding Governor	Compliance & Audit	Review SCR with SBM; check personnel files; meet DSL to review safeguarding audit, actions and trends
SEND Governor	Progress Review	Meet SENDCo to review progress and outcomes of vulnerable groups and impact of interventions
EYFS Governor	Early Years Provision	Meet Assistant Head (EYFS & PD) to review provision, outcomes and transition
Mental Health & Wellbeing Governor	Whole School Wellbeing	Meet Assistant Head (Behaviour & Inclusion) to review pupil, staff and parent wellbeing, pastoral provision and workload strategies
RE & Collective Worship Governor	RE Curriculum	Meet RE Lead to review LTP, curriculum maps, alignment with Lincolnshire Agreed Syllabus and priorities
Food in School Governor (follow-up if needed)	Compliance Review	Review documentation, allergens, and wraparound provision (if required as part of annual cycle)

Ongoing, flexible governor visits are an important part of effective governance, enabling governors to respond to emerging priorities and gain a deeper understanding of the school beyond planned monitoring activities.

These visits allow governors to remain informed, provide timely strategic challenge and support, and ensure that key areas such as safeguarding, curriculum and wellbeing are continually reviewed.

Flexibility ensures that governance remains responsive and aligned with the evolving needs of the school.

Regular / Flexible Monitoring Activities

- **Arts Governor**
 - Meet Arts Lead (September and July)
 - Review Arts Summary and provision
- **Sports Premium Governor**
 - Meet PE Lead annually:
 - Review Sport Premium spending and impact
 - Review website compliance
 - Review Inspire+ provision
- **Attendance Governor**
 - Monitor attendance data and trends
 - Meet attendance lead as required

- **Admissions Governor**
 - Review mid-year admissions
 - Attend meetings for out-of-cohort applications
- **Food in School Governor**
 - Review:
 - KS1 healthy snacks
 - Cool Milk uptake
 - Website information
 - Wraparound documentation (menus, allergens)
- **Health & Safety Governor**
 - Monitor lunchtime food safety:
 - Temperature checks
 - Compliance systems
- **RE & Collective Worship Governor**
 - Attend acts of worship:
 - Harvest
 - Christmas
 - Easter
 - Pentecost
 - Year 6 Leavers
 - End of Year Service
 - Review Collective Worship rota and themes
 - Meet Worship Committee
 - Review religious visits and experiences (Mandir, Mosque, Synagogue, visitors)

July (End of Academic Year Cycle)

- **All Governors**
 - Skills Audit completed
 - Roles and responsibilities allocated
 - Schedule of Governance updated

September (Following Academic Year)

- **Full Governing Board**
 - Review and ratify Schedule of Governance

In addition to these planned activities, governors select a key priority area each term to explore in greater depth, enabling deeper understanding, targeted monitoring and enhanced strategic challenge to support school improvement.

Reporting to the Governing Board after a visit

Following each visit, feedback is provided to the Board through a structured electronic form, ensuring consistent, clear, and timely reporting. This approach improves efficiency, supports secure and accessible record-keeping, and enables easier identification of trends while reducing administrative burden. Overall, it enhances transparency and effective communication with the Board.

There are a range of electronic forms for Governors to use. Please [CLICK HERE](#) to view.

Completing the form promptly enables governors to:

- record key findings
- highlight strengths
- identify areas for development, and
- raise any strategic questions.

This structured approach ensures that feedback is clearly documented, shared efficiently, and contributes to informed discussion at the Full Governing Board, supporting effective oversight and continuous school improvement.

Governor Calendar

Attending planned meetings and school visits is an essential part of effective governance, ensuring that governors are actively engaged, well-informed and able to fulfil their strategic responsibilities.

Regular participation enables governors to contribute to discussions, provide appropriate challenge and maintain oversight of key priorities. Where attendance in person is not possible, governors may request to join meetings remotely to support full engagement.

All governors are expected to attend:

- **safeguarding training**, recognising its statutory importance; and participate in
- **at least one school monitoring visit annually** to develop their understanding of the school in practice.

Meeting Type	Meeting Date	Time of Meeting	Date Agenda set by	Documents uploaded by
Autumn 1				
Safeguarding Training	2 nd Sept 2026	9.00-12.00pm		
1 st FGB	13 th Oct 2026	5.00 – 6.30pm	29 th Sept 2026	6 th Oct 2026
Autumn 2				
HTPM	19 th Nov 2026	2.00 – 4.00pm	5 th Nov 2026	12 th Nov 2026
Governor Monitoring Visit	24 th Nov 2026	9.00 – 11.30am		
Pay Panel Review	24 th Nov 2026	11.30 – 12.00pm	10 th Nov 2026	17 th Nov 2026
2 nd FGB	8 th Dec 2026	5.00 – 6.30pm	24 th Nov 2026	1 st Dec 2026
Spring 1				
3 rd FGB	2 nd Feb 2027	5.00 – 6.30pm	19 th Jan 2027	26 th Jan 2027
Spring 2				
Governor Monitoring Visit	2 nd March 2027	9.00-12.00pm		
HTPM Mid-Year Review	9 th March 2027	2.00 – 3.30pm	23 rd Feb 2027	2 nd March 2027
4 th FGB	23 rd March 2027	5.00 – 6.30pm	9 th March 2027	16 th March 2027
Summer 1				
Budget Setting Meeting	4 th May 2027	5.00 – 6.30pm	20 th April 2027	27 th April 2027
5 th FGB	25 th May 2027	5.00 – 6.30pm	11 th May 2027	18 th May 2027
Summer 2				
6 th FGB	13 th July 2027	5.00 – 6.30pm	29 th June 2027	6 th July 2027

Following a monitoring visit or meeting with a lead member of staff, governors are expected to complete the relevant Microsoft Forms (MS Forms) monitoring record to support accurate and consistent feedback to the governing board.

Full Governing Body Meetings Overview

The Full Governing Board (FGB) meets six times across the academic year, with meetings carefully planned to ensure a balanced focus on both curriculum and finance oversight.

There are two meetings per term, structured as follows:

- Autumn Term 1 focus: Curriculum & Standards
- Autumn Term 2 focus: Finance, Resources & Personnel

- Spring Term 1 focus: Curriculum & Standards
- Spring Term 2 focus: Finance, Resources & Personnel

- Summer Term 1 Focus: Finance, Resources & Personnel
- Summer term 2 Focus: Curriculum & Standards

In addition, there is a dedicated Budget Setting meeting to review and approve the annual budget.

Agendas for all meetings are pre-planned and fixed, enabling governors to prepare effectively and ensuring that statutory responsibilities and strategic priorities are consistently addressed.

Full Governing Body Agendas

Full Governing Body Autumn 1 – Curriculum Focus

All relevant documentation is available on the governors' area of the school website 7 days prior to the meeting. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to the headteacher or chair of governors, for their attention, at least 2 days prior to the meeting.

Business

1. Opening reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda – Review, sign and publish
4. Chair: comments/correspondence/items notified in advance for inclusion on agenda
5. Approve and retain minutes of the previous meeting and make available
6. Matters arising and action points
7. Review key documents: schemes for financing schools, code of conduct, KCSIE 2026
8. Ratify Schedule of Governance and sign code of conduct
9. Review and publish governor meeting attendance for previous academic year
10. Governor vacancies and succession planning – update GIAS and website

Policies

11. Review/approve in accordance with the policy review cycle.

School Development - All documents available on the school website

12. Headteacher's Report
13. School Development Plan, SIAMS and Self Evaluation Documentation Review
14. Arts Summary – Governor Report
15. Pupil Premium and SEND - Review and approve SEND report

Monitoring & Evaluation

16. Monitoring and Evaluation schedule
17. Analyse School Performance: Evaluate pupil outcomes from the previous year
18. Governor Feedback – Link Governors & Governor visits – agree next focus

Financial Update

19. Budget Monitoring Report
20. School Fund Audit

Health & Safety

21. Health & Safety
22. Safeguarding – Governor report, Annual report

Continuous Professional Development - Please report any training completed

23. Undertake governor skills audit and agree board development priorities
24. Evaluation of governing board diversity and stakeholder engagement

Business

25. Dates/focus of upcoming meetings/visits: Including Y1 Phonics, Y4 MTC, Y6 SATs
26. Confidentiality of Business

Full Governing Body Autumn 2 – Finance, Resources and Personnel Focus

All relevant documentation is available on the governors' area of the school website 7 days prior to the meeting. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to the headteacher or chair of governors, for their attention, at least 2 days prior to the meeting.

Business

1. Opening reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair: comments/correspondence/items notified in advance for inclusion on agenda
5. Approve and retain minutes of the previous meeting and make available
6. Matters arising and action points
7. Governor vacancies and succession planning – update GIAS and website

Policies

8. Review and approve policies in accordance with the policy review cycle

School Development - All documents available on the school website

9. Headteacher's Report
10. School Development Plan, SIAMS and Self Evaluation Documentation Review
11. Pupil Premium and SEND – Governor Reports and review draft PP strategy statement
12. Sport Premium – Governor report and review spending and impact report

Monitoring & Evaluation

13. Governor Feedback – Link Governors/committees & Governor visits – agree next focus
14. GRACE Schools Collaboration Update
15. Local Authority Review
16. School Census
17. Website Compliance

Financial matters

18. Budget Report
19. SFVS - Start process if available and agree date for sign off
20. Staff Pay Recommendations
21. HTPM
22. School Fund Certification

Health and Safety

23. Health & Safety - Governor Reports on Health and Safety and Food in School
24. Safeguarding

Continuous Professional Development - Please report any training completed

25. Monitor and maintain governor CPD including governor training pathway

Business

26. Dates/focus of upcoming meetings/visits
27. Confidentiality of Business

Full Governing Body Spring 1 – Curriculum & Standards Focus

All relevant documentation is available on the governors' area of the school website 7 days prior to the meeting. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to the headteacher or chair of governors, for their attention, at least 2 days prior to the meeting.

Business

1. Opening reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair: comments/correspondence/items notified in advance for inclusion on agenda
5. Approve and retain minutes of the previous meeting and make available
6. Matters arising and action points
7. Governor vacancies and succession planning – update GIAS and website

Policies

8. Review and approve policies in accordance with the policy review cycle

School Development - *All documents available on the school website*

9. Headteacher's Report
10. School Development Plan, SIAMS and Self Evaluation Documentation Review
11. Arts Summary
12. Pupil Premium, Sports Premium and SEND

Monitoring & Evaluation

13. Analyse School Performance: Individual & Group Attainment / Autumn 2 Data Shot
14. School's Curriculum – EYFS Governor Report
15. Governor Feedback – Link Governors & Governor visits – agree next focus

Financial Update

16. Budget Report
17. SFVS Confirmation

Health & Safety

18. Health and Safety
19. Safeguarding

Continuous Professional Development - *Please report any training completed*

20. Monitor and maintain governor CPD including governor training pathway

Business

21. Dates/focus of upcoming meetings/visits
22. Confidentiality of Business

Full Governing Body Spring 2 – Finance Resources & Personnel Focus

All relevant documentation is available on the governors' area of the school website 7 days prior to the meeting. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to the headteacher or chair of governors, for their attention, at least 2 days prior to the meeting.

Business

1. Opening reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair: comments/correspondence/items notified in advance for inclusion on agenda
5. Approve and retain minutes of the previous meeting and make available
6. Matters arising and action points
7. Governor vacancies and succession planning – update GIAS and website

Policies

8. Review and approve policies in accordance with the policy review cycle

School Development & Self Evaluation - All documents available on the school website:

9. Headteacher's Report
10. School Development Plan, SIAMS and Self Evaluation Documentation Review
11. Pupil Premium and SEND – SEND Governor Report

Monitoring & Evaluation

12. Governor Feedback – Link Governors/Committees (Including EYFS, RE and Collective Worship) & Governor visits (Curriculum) – agree next focus
13. GRACE Schools Collaboration Update
14. Local Authority Review

Financial matters

15. Budget Report
16. CFR Benchmarking Report for Governors
17. Appraisal and PRP midyear review
18. Review Headteacher Performance

Health and Safety

19. Health and Safety - Mental Health & Wellbeing Governor Report
20. Safeguarding - Governor Report

Continuous Professional Development - Please report any training completed

21. Monitor and maintain governor CPD including governor training pathway

Business

22. Dates/focus of upcoming meetings/visits
23. Confidentiality of Business

Full Governing Body – Budget Setting Meeting

All relevant documentation is available on the governors' area of the school website 7 days prior to the meeting. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to the headteacher or chair of governors, for their attention, at least 2 days prior to the meeting.

Business

1. Opening Reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair: comments/correspondence/items notified in advance for inclusion on agenda

Financial matters

5. Draft Budget Report 2027 – 2028
6. Medium Term Finance Plan (1-5 year projections)
7. Best Value Statement
8. Statement of Internal Control

Business

9. Dates/focus of upcoming meetings/visits
10. Confidentiality of Business

Full Governing Body Summer 1 – Finance, Resource & Personnel Focus

All relevant documentation is available on the governors' area of the school website 7 days prior to the meeting. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to the headteacher or chair of governors, for their attention, at least 2 days prior to the meeting.

Business

1. Opening reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair: comments/correspondence/items notified in advance for inclusion on agenda
5. Approve and retain minutes of the previous meeting and make available
6. Matters arising and action points
7. Governor vacancies and succession planning – update GIAS and website

Policies

8. Review and approve policies in accordance with the policy review cycle

School Development & Self Evaluation

All documents available on the school website:

9. Headteacher's Report
10. School Development Plan, SIAMS and Self Evaluation Documentation Review
11. Pupil Premium, Sports Premium and SEND

Monitoring & Evaluation

12. Analyse School Performance: Individual & Group Attainment / Spring 2 Data Shot
13. Governor Feedback – Link Governors/Committees & Governor visits – agree next focus
14. GRACE Schools Collaboration Update

Financial matters

15. Budget Report
16. Medium Term Finance Plan (1-5 year projections)
17. Review and approve final budget report 2027 - 2028
18. Review Wraparound Childcare

Health and Safety

19. Health and Safety
20. Safeguarding – Complete Audit

Continuous Professional Development - Please report any training completed

21. Monitor and maintain governor CPD including governor training pathway

Business

22. Dates/focus of upcoming meetings/visits
23. Confidentiality of Business

Full Governing Body Summer 2 – Curriculum & Standards Focus

All relevant documentation is available on the governors' area of the school website 7 days prior to the meeting. Please ensure you have read them and are ready to comment.

Any significant comments/questions should be forwarded to the headteacher or chair of governors, for their attention, at least 2 days prior to the meeting.

Business

1. Opening reflection
2. Apologies for absence
3. Declarations of Governors' interests in this agenda
4. Chair: comments/correspondence/items notified in advance for inclusion on agenda
5. Approve and retain minutes of the previous meeting and make available
6. Matters arising and action points
7. Governor vacancies and succession planning – update GIAS and website
8. Review Schedule of Governance and agree governing board code of conduct
9. Review committee structure, membership and terms of reference
10. Elect a chair and vice chair and agree term of office
11. Review of School Vision

Policies

12. Review and approve policies in accordance with the policy review cycle

School Development & Self Evaluation - All documents available on the school website:

13. Headteacher's Report
14. School Development Plan, SIAMS and Self Evaluation Documentation Review
15. Arts Summary – Governor Report
16. Pupil Premium, Sports Premium and SEND

Monitoring & Evaluation

17. Analyse School Performance: Individual & Group Attainment / Summer 2 Data Shot
18. Statutory Assessment Check Reports: Y1 phonics, Y4 MTC & Y6 SATs
19. Governor Feedback – Link Governors & Governor visits – agree next focus

Financial Update

20. Budget Report

Health and Safety

21. Health and Safety - Review Risk Management, Contracts & Asset plan
22. Safeguarding – Governor Report

Continuous Professional Development - Please report any training completed

23. Monitor and maintain governor CPD including governor training pathway

Business

24. Dates/focus of upcoming meetings/visits
25. Confidentiality of Business

Terms of reference for the Complaints/ Pay/ Pay Appeals/ Staff Discipline/ Staff Discipline (Appeals)/ Pupil Discipline Panels

To act on matters referred to the panel by the Full Governing Body.

- To liaise and consult with other committees where necessary.
- To consider safeguarding and equalities implications when undertaking all committee functions.
- To report the Committee's resolutions to the next full meeting of the Governing Body.
- To keep the terms of reference under review and recommend any changes to the Governing Body prior to the annual review of committees.

Information relating to a named person or any other matter that the committee considers confidential does not have to be made available for inspection.

Membership and Quora

1.1 Due to nature of the business of these panels, the membership of them will comprise as follows:

- | | |
|----------------------------|--------------------------------------|
| • Complaints Panel | Any 3 governors. |
| • Pay Panel | Any 3 governors |
| • Pay Appeals Panel | Any 3 governors other than the chair |
| • Staff Discipline | Any 3 governors |
| • Staff Discipline Appeals | Any 3 governors |
| • Pupil Discipline | Any 3 governors |

1.2 The Quora shall be as follows

- | | |
|----------------------------|-----------|
| • Complaints | 3 members |
| • Pay Panel | 3 members |
| • Pay Appeals Panel | 3 members |
| • Staff Discipline | 3 members |
| • Staff Discipline Appeals | 3 members |
| • Pupil Discipline | 3 members |

1.3 Where there are insufficient governors within Barrowby CE Primary School Governing Body who have no prior knowledge of the issue (i.e. not tainted); the Governing Body retains the right to ask the governing bodies of schools within the Grace Collaboration for governors to sit on the panel(s).

1.4 The panel(s) will be convened as and when required during the academic year.

2. Minutes and Voting

2.1 Minutes will be taken by the Clerk to Governors

Details of panel decisions will be kept as an accurate record and provided to the Chair of Governors' in time for FGB meetings.

2.2 In the absence of the clerk the committee shall choose a clerk for that meeting from among their number (excluding the headteacher or other staff member, the governor chairing the committee or the Chair of Governors.)

1.3 Any decisions taken must be determined by a majority of votes of panel members present and voting – but no vote can be taken unless the panel is quorate and a majority of those present are governors.

Terms of reference for the Admissions Panel

1 General Terms -

- To act on matters delegated by the full governing body.
- To liaise and consult with other committees where necessary.
- To contribute to the School Development Plan.
- To consider safeguarding and equalities implications when undertaking all committee functions.
- To report the Panel's resolutions to the next full meeting of the Governing Body.
- To determine any other matters referred to the Panel by the Governing Body.
- To keep the terms of reference under review and recommend any changes to the Governing Body prior to the annual review of committees.

- 1.1 Meetings will not be open to the public but minutes shall be made available – attendees can be invited to attend a committee meeting where appropriate.)
- 1.2 Information relating to a named person or any other matter that the committee considers confidential does not have to be made available for inspection.

Membership and Quorum

- 2.1 The membership of the Committee will comprise; Chair of Governors and 3 serving Governors
- 1.2 The Quorum shall be 3
- 2.3 The panel will be convened as and when required during the academic year.

Minutes and Voting

- 3.1 Details of admissions decisions will be kept as an accurate record by the Senior Administrator and provided to the Chair of Governors' in time for FGB meetings.
- 1.2 Any decisions taken must be determined by a majority of votes of panel members present and voting – but no vote can be taken unless the panel is quorate and a majority of those present are governors.
- 1.3 The Deputy Head, School Business Administrator or other staff member will be called in where required on specific matters.

Duties

- 4.1 To consider Mid Term admissions in accordance with school's Admissions Policy.
- 1.4 To monitor the admission of children from the reserve list.
- 1.5 To carry out its duties in accordance with the LA Admissions and Admissions Appeals arrangements.
- 1.6 To monitor the admission and appeals process and bring appropriate matters to the attention of the Governing Body.
- 4.5 To report any decisions taken on behalf of the Governing Body to the next full Governing Body meeting.

Review of the Schedule of Governance

- 1.1 The Schedule of Governance outlines the purpose, organisation, and management of Governance at our school.
- 1.2 The Schedule of Governance reflects the consensus of opinion of the Full Governing Body.
- 1.3 It has been drawn up as a result of Governor discussion and has the full agreement of the full Governing Body.
- 1.4 The schedule of Governance is available to all stakeholders and can be seen on request.
- 1.5 The Schedule of Governance is reviewed by the Head teacher and Governors in accordance with Barrowby School's Policy and Review Cycle, every year.

Last reviewed and updated September 2026
Next scheduled review September 2027

Role Descriptors

Role descriptors are an important tool in supporting governors to understand and fulfil their responsibilities effectively.

They provide clarity about the purpose, scope and expectations of each role, helping governors to focus on strategic priorities rather than operational detail.

Clear role descriptors ensure consistency across the governing board, support accountability, and enable governors to undertake monitoring activities with confidence.

They also help identify training needs, support effective deployment of skills, and contribute to stronger, more informed governance that ultimately benefits the school and its pupils.

Appendix 1 – Chair of Governor’s Role Description

Chair of Governors' Role Description

Name:

- 1. School:** Barrowby Church of England Primary
- 2. Title of Role:** Chair of Governors
- 3. The role of the chair is to:**
 - 3.1 Ensure clarity of vision, ethos and strategic direction for the school
 - 3.2 Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.
 - 3.3 Oversee the financial performance of the school and make sure its money is well spent.
 - 3.4 Chair meetings of the full governing body (FGB).
 - 3.5 Give the governing body a clear lead and direction.
 - 3.6 Work closely with the Clerk to help manage their contribution to the governors.
 - 3.7 Carry out any duties delegated by the governing body.
 - 3.8 Take any urgent action on behalf of the governing body.
- 4. With the governing body the chair should ensure that:**
 - 4.1 Meetings run efficiently with the governing body’s time used effectively.
 - 4.2 Collective responsibility is accepted by all governors for decisions taken.
 - 4.3 Business and affairs are conducted in accordance with statutory requirements and regulations.
 - 4.4 A clear vision, ethos and strategic direction are set for the school.
 - 4.5 The focus is on strategic leadership and on driving school improvement, without becoming involved in managerial matters.
 - 4.6 Scrutiny, monitoring and challenge reflect the school improvement priorities.
 - 4.7 The headteacher is held to account for the educational performance of the school and its students, and for the performance management of staff.
 - 4.8 Financial performance of the school is appropriately monitored and that resources are providing value for money.
 - 4.9 Governors understand their role, responsibilities and accountability.
 - 4.10 Governors work as an effective team, and in small groups, or with delegation of responsibilities to share the overall workload.
 - 4.11 The individual skills, knowledge and experience of governors are used.
 - 4.12 Governors with the necessary skills are attracted to allow for the effective governance and success of the school.
- 5. The chair should also work with the headteacher to:**
 - 5.1 Foster an effective relationship based on trust and mutual respect for each other’s roles.

- 5.2 Promote and maintain high standards of educational achievement.
- 5.3 Offer support, candour and respect.
- 5.4 Ensure rigorous, robust and fair performance management for the headteacher.

6. Date:

Signed _____ Chair of Governors

Signed _____ Headteacher

Appendix 2 – Vice Chair of Governor’s Role Descriptor

Vice Chair of Governors' Role Description

Name:

- 1. School:** Barrowby Church of England Primary
- 2. Title of Role:** Vice Chair of Governors
- 3. Purpose of the role**
 - 3.1 Ensure clarity of vision, ethos and strategic direction for the school
 - 3.2 Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
 - 3.3 Oversee the financial performance of the school and make sure its money is well spent.
 - 3.4 To provide support to the chair in fulfilling their role and take the place of the chair in any aspect of governance in their absence, should they be unable to fulfil their role for any reason.
- 4. Responsibilities for this role**
 - 4.1 Develop a good understanding of the full remit of the chair’s role and be ready to step in to act in the chair’s absence if needed and to aid succession planning.
 - 4.2 Ensure you are kept fully informed by the chair of all current developments and issues.
 - 4.3 Act as a support to the chair by listening to and discussing issues arising.
 - 4.4 Support the chair in implementing the chair of governor’s leadership role, by acting on any areas or issues delegated to you by them and keeping the chair informed of progress on these.
 - 4.5 Develop strong, trusting working relationships with the chair, Headteacher and other senior leaders in the school.
 - 4.6 Attend steering committee meetings and play a full part in setting the agenda for the governing body.
 - 4.7 Regularly review and keep up to date with requirements on the governing body in relation to publishing of data/information and ensure the school website is up to date with all current requirements, holding named governors to account where they have individual responsibility for ensuring specific aspects are up to date on the school website.
 - 4.8 Working with the Chair of Governors to develop the governance priorities for inclusion in the SDP.
 - 4.9 Hold meetings, where necessary, with the Headteacher and other members of school staff e.g. SLT Senior Administrator to discuss issues arising from committee meetings.
- 5. Date:**
Signed _____ Vice Chair of Governors
Signed _____ Headteacher

Appendix 3 – Governor Role Description

Governors Role Description

Name:

1. **School:** Barrowby Church of England Primary
2. **Title of Role:** Foundation / Co-opted / parent / Staff / LA / Ex Officio

3. Purpose of the role

- 3.1 Ensure clarity of vision, ethos and strategic direction for the school.
- 3.2 Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.
- 3.3 Oversee the financial performance of the school and make sure its money is well spent.
- 3.4 To ensure the voices of stakeholders are heard.

4. Governing body strategic responsibilities

Governing bodies work closely with headteachers and senior leaders. Headteachers are responsible for day-to-day management whereas the role of the governing body is strategic. As such, governors are responsible for:

- 4.1 Determining the mission, values and long-term ambitious vision for the school.
- 4.2 Deciding the principles that guide school policies and approving key policies.
- 4.3 Working with senior leaders to develop a strategy for achieving the vision.
- 4.4 Ensuring that parents, pupils, staff and the wider community are involved, consulted and informed as appropriate
- 4.5 ensuring that all pupils have access to a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- 4.6 setting the school's budget and ensuring it is managed effectively together with premises and other resources
- 4.7 agreeing the school's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- 4.8 ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective

5. Monitoring and evaluating school performance

Governors must monitor the priorities that have been set to ensure progress is being made by:

- 5.1 measuring the school's impact and progress towards its strategic objectives
- 5.2 ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies
- 5.3 evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance
- 5.4 asking challenging questions of school leaders in order to hold them to account

- 5.5 holding the headteacher to account for standards, financial probity and compliance with agreed policies
- 5.6 visiting the school to monitor implementation of the strategy and reporting back to the board (this could be in a link governor capacity)
- 5.7 ensuring that there are policies and procedures in place to deal with complaints effectively

6. Panels and committees

When required, governors are expected to serve on panels or committees in order to:

- 6.1 appoint the headteacher and other senior leaders
- 6.2 appraise the headteacher and make pay recommendations
- 6.3 hear staff grievances and disciplinary matters
- 6.4 review decisions to exclude pupils.
- 6.5 deal with formal complaints

7. Contribution to the governing body

Governors should ensure that they are making a positive and meaningful contribution to the governing body by:

- 7.1 attending meetings (a minimum of 3 full governing board meetings and a number of committee meetings each year), reading papers and preparing questions for senior leaders in advance
- 7.2 establishing and maintaining professional relationships with senior leaders and colleagues on the board
- 7.3 getting to know the school, including visiting the school occasionally during school hours
- 7.4 undertaking induction training and developing knowledge and skills on an ongoing basis

8. Date:

Signed_____ Governor

Signed_____ Headteacher.

Appendix 4 – Admissions Governor Role Description

1. **School:** Barrowby Church of England Primary

2. **Title of Role:** Admissions Governor

3. Purpose of the Role

3.1 To support the governing board in its statutory and strategic responsibilities for school admissions.

3.2 To develop an informed understanding of admissions procedures, policies and practices.

3.3 To provide assurance that admissions arrangements are fair, transparent and comply with statutory requirements.

4. Governing Body Strategic Responsibilities

4.1 The governing board ensures that the school's Admissions Policy complies with the School Admissions Code.

4.2 The governing board promotes fair, transparent and equitable access to school places.

4.3 The governing board ensures that admissions arrangements are clearly communicated to parents.

4.4 The governing board oversees arrangements for in-year (mid-year) admissions and applications outside normal entry points.

4.5 The governing board ensures appropriate procedures are in place for considering out of cohort admissions.

4.6 The governing board regularly reviews admissions criteria to ensure they are fair, clear, and do not disadvantage any group of pupils.

5. Monitoring and Evaluating Performance

5.1 The Admissions Governor supports the governing board in reviewing admissions criteria, including:

5.1.1 Ensuring criteria are clear, objective and lawful

5.1.2 Ensuring criteria are applied consistently

5.1.3 Evaluating whether criteria promote fairness and equal access

5.2 The Admissions Governor is available to support and review mid-year (in-year) admissions, including:

5.2.1 Reviewing processes to ensure they are consistent and fair

5.2.2 Ensuring decisions align with the school's Admissions Policy

5.3 The Admissions Governor attends relevant committee meetings to:

5.3.1 Consider out of cohort applications

5.3.2 Ensure decisions are made in line with statutory guidance and school policy

5.3.3 Provide appropriate challenge and support within decision-making processes

5.4 The Admissions Governor develops an understanding of:

- 5.4.1 Patterns and trends in admissions
- 5.4.2 Any pressures on school places or capacity
- 5.4.3 The impact of admissions on pupil numbers and organisation

5.5 The Admissions Governor reviews, as appropriate:

- 5.5.1 The clarity and accessibility of admissions information on the school website
- 5.5.2 Communication with parents regarding admissions processes

5.6 The Admissions Governor undertakes focused visits or discussions (as agreed with the governing board) to ensure admissions processes are effective and compliant.

6. Contributions to the Governing Board

6.1 The Admissions Governor reports to the governing board or relevant committee on admissions matters.

6.2 The Admissions Governor provides clear, strategic insights including:

- 6.2.1 Strengths in admissions processes
- 6.2.2 Areas for development
- 6.2.3 Any risks or concerns relating to compliance or capacity

6.3 The Admissions Governor asks constructive and challenging questions regarding the fairness and effectiveness of admissions arrangements.

6.4 The Admissions Governor supports informed decision-making relating to admissions policy and procedures.

Appendix 5 – Attendance Governor Role Description

1. **School:** Barrowby Church of England Primary School
2. **Title of the Role:** Attendance Governor
3. **Purpose of the Role**
 - 3.1 To support the governing board in its strategic responsibility for ensuring high levels of pupil attendance.
 - 3.2 To develop an informed understanding of the school's attendance systems and performance.
 - 3.3 To provide appropriate challenge and assurance that effective strategies are in place to promote regular attendance and reduce absence.

4. Governing Body Strategic Responsibilities

- 4.1 Ensuring attendance is prioritised within the school's vision and improvement planning.
- 4.2 Supporting the board in setting high expectations for attendance across all pupil groups.
- 4.3 Ensuring statutory responsibilities related to attendance are understood and met.
- 4.4 Contributing to the development and review of the school's Attendance Policy.
- 4.5 Supporting a whole-school culture that promotes the importance of good attendance.

5. Monitoring and Evaluating Performance

- 5.1 Monitor attendance data, including:
 - 5.1.1 Overall attendance levels
 - 5.1.2 Persistent absence
 - 5.1.3 Attendance of key groups (e.g. disadvantaged pupils, SEND pupils)
- 5.2 Review trends over time and comparing with national and local benchmarks where available.
- 5.3 Evaluate the effectiveness of attendance strategies and interventions.
- 5.4 Liaise with relevant staff (e.g. Headteacher, School Administrator) to understand:
 - 5.4.1 Barriers to attendance
 - 5.4.2 Actions taken to support pupils and families
- 5.5 Undertake focused visits linked to attendance priorities (as agreed with the governing board).
- 5.6 Ensure policies and procedures are implemented effectively and consistently.

6. Contributions to the Governing Board

- 6.1 Reporting back to the governing board or relevant committee following monitoring activities and visits.

6.2 Providing clear, strategic insights including:

6.2.1 Strengths

6.2.2 Areas for development

6.2.3 Key risks or concerns

6.3 Asking constructive and challenging questions to support improvement.

6.4 Supporting informed decision-making by the governing board.

6.5 Contributing to discussions around school improvement priorities relating to attendance.

Appendix 6 – Arts Governor Role Description

1. School Barrowby Church of England Primary School

2. Title of the Role: Arts Link Governor

3. Purpose of the Role

- 3.1 To support the governing board in its strategic oversight of the arts within the school, including subjects such as art, music, drama and cultural education.
- 3.2 To develop an informed understanding of the school's arts provision, ensuring it contributes to a broad and balanced curriculum.
- 3.3 To provide appropriate challenge and assurance that the arts are valued, well-led and accessible to all pupils.

4. Governing Body Strategic Responsibilities

- 4.1 Ensuring the arts are appropriately prioritised within the school's curriculum and wider vision.
- 4.2 Supporting the board in recognising the importance of creative and cultural development for all pupils.
- 4.3 Ensuring that the school provides a broad and balanced curriculum, including high-quality arts provision.
- 4.4 Contributing to strategic discussions regarding enrichment opportunities, cultural capital and pupil engagement in the arts.
- 4.5 Supporting equality of access to arts opportunities for all pupil groups.

5. Monitoring and Evaluating Performance

- 5.1 Reviewing the school's Arts Summary (or equivalent subject overview) and meeting with the Arts Lead to understand provision, strengths and priorities. These meetings should take place twice a year (September and July) and will include discussion of:
 - 5.1.1 Curriculum intent, implementation and impact
 - 5.1.2 Strengths and areas for development
 - 5.1.3 Barriers to participation or achievement
- 5.2 Monitoring pupil participation and engagement in arts subjects and enrichment activities.
- 5.3 Evaluating the breadth, balance and quality of the arts curriculum.
- 5.4 Reviewing how the arts contribute to pupils' personal development and cultural capital.
- 5.5 Undertaking focused visits linked to arts priorities (as agreed with the governing board).
- 5.6 Considering how resources and staffing support the effective delivery of arts education.

6. Contributions to the Governing Board

- 6.1 Reporting back to the governing board following monitoring activities and visits.
- 6.2 Providing clear, strategic insights including:
 - 6.2.1 Strengths in arts provision
 - 6.2.2 Areas for development
 - 6.2.3 Opportunities to enhance provision
- 6.3 Asking constructive and challenging questions regarding the quality and impact of arts education.
- 6.4 Supporting informed decision-making relating to curriculum breadth and enrichment opportunities.
- 6.5 Contributing to discussions on how the arts enhance pupil engagement, wellbeing and achievement.

Appendix 7 – Early Years Governor Role Description

1. School Barrowby Church of England Primary School

2. Title of the Role: EYFS Link Governor

3. Purpose of the Role

- 3.1 To support the governing board in its strategic oversight of the Early Year Foundation Stage (EYFS).
- 3.2 To develop an informed understanding of EYFS provision, ensuring a strong foundation for children's learning and development.
- 3.3 To provide appropriate challenge and assurance that high-quality early years education is in place and aligns with statutory requirements.

4. Governing Body Strategic Responsibilities

- 4.1 Ensuring that EYFS provision reflects statutory requirements of the Early Years Foundation Stage framework.
- 4.2 Supporting the board in recognising the importance of early childhood development and school readiness.
- 4.3 Ensuring the EYFS curriculum is appropriately resourced, broad and balanced.
- 4.4 Contributing to strategic discussions on early years outcomes, including progress in communication, language, literacy and personal development (PD).
- 4.5 Promoting equality of access and inclusive practice within the EYFS setting.

5. Monitoring and Evaluating Performance

- 5.1 Meeting with the **Assistant Headteacher for Early Years & Personal Development (PD) once a year (March)** to review EYFS provision. This will include discussion of:
 - 5.1.1 Curriculum intent, implementation and impact
 - 5.1.2 Outcomes for children, including progress and attainment
 - 5.1.3 Strengths and areas for development
 - 5.1.4 Transition arrangements into and out of EYFS
- 5.2 Reviewing EYFS data and outcomes, including Good Level of Development (GLD) where appropriate.
- 5.3 Monitoring how well the EYFS promotes children's personal, social and emotional development.
- 5.4 Considering how the learning environment supports effective teaching and learning.
- 5.5 Undertaking focused visits linked to EYFS priorities (as agreed with the governing board).
- 5.6 Evaluating how well early identification and support is provided for additional needs.

6. Contributions to the Governing Board

- 6.1 Reporting back to the governing board or relevant committee following monitoring activities and visits.
- 6.2 Providing clear, strategic insights including:
 - 6.2.1 Strengths in EYFS provision
 - 6.2.2 Areas for development
 - 6.2.3 Any risks or concerns
- 6.3 Asking constructive and challenging questions regarding EYFS outcomes and provision.
- 6.4 Supporting informed decision-making relating to early years strategy and resourcing.
- 6.5 Contributing to discussions on how EYFS provision supports whole-school improvement.

Appendix 7 – Food & Allergies In School Governor Role Description

1. School	Barrowby Church of England Primary School
2. Title of the Role	Food & Allergies in School Governor

3. Purpose of the Role

- 3.1 To support the governing board in its strategic oversight of food provision and allergy management within the school.
- 3.2 To develop an informed understanding of the quality, compliance and impact of school food, including wraparound provision.
- 3.3 To provide assurance that food provision supports pupils' health, wellbeing, safety, and readiness for learning.
- 3.4 To support oversight of effective allergy management, including emergency preparedness and compliance with national guidance, including the provision of spare adrenaline auto-injectors ("Benedict's Law" guidance).

4. Governing Body Strategic Responsibilities

- 4.1 Ensuring that the school meets statutory requirements relating to school food standards.
- 4.2 Supporting the board in promoting healthy eating and positive food culture across the school.
- 4.3 Ensuring that food provision, including wraparound care, is of high quality, inclusive and safe.
- 4.4 Maintaining oversight of the school's catering arrangements, including the external provider (The Farm Kitchen).
- 4.5 Supporting equal access to nutritious food for all pupils.
- 4.6 Ensuring that provision for younger pupils, particularly those under 5, reflects current expectations regarding appropriate supervision during eating and social times.
- 4.7 Ensuring that appropriate information about school food is available, accurate and accessible to parents via the school website and other communication channels.
- 4.8 Ensuring robust systems are in place for the management of food allergies and anaphylaxis, including:
 - Clear identification of pupils with allergies
 - Staff training in allergy awareness and emergency response
 - Safe food preparation and cross-contamination controls
 - Effective communication with parents and carers
- 4.9 Ensuring the school maintains and appropriately manages a supply of spare adrenaline auto-injectors (EpiPens) in line with Department of Health guidance (commonly referred to as *Benedict's Law*), including safe storage, accessibility, and staff training.

5. Monitoring and Evaluating Performance

- 5.1 Meeting with the School Business Manager twice a year (November and March) to review food provision and compliance. This will include:
 - 5.1.1 Reviewing school menus (including hot meals provided by The Farm Kitchen)
 - 5.1.2 Reviewing Breakfast Club and After-School (wraparound care) menus
 - 5.1.3 Reviewing recipe cards where appropriate
 - 5.1.4 Checking compliance with the School Food Standards
 - 5.1.5 Discussing any feedback from pupils, parents or staff
 - 5.1.6 Reviewing allergy management procedures, including emergency response arrangements and use of spare EpiPens

5.2 Wraparound Care Oversight

Including:

- 5.2.1 Quality and suitability of breakfast provision
- 5.2.2 Quality and suitability of after-school provision
- 5.2.3 Access and participation levels
- 5.2.4 Arrangements for supervision of pupils during eating and social times, particularly for children under 5
- 5.2.5 Reviewing wraparound care documentation, including:
 - Allergen information
 - Menus and food options
 - Supporting recipe or preparation information where appropriate
 - Evidence of staff training in allergy awareness and anaphylaxis response

5.3 Key Stage 1 Snacks

- 5.3.1 The range and nutritional quality of snacks provided
- 5.3.2 Alignment with healthy eating guidance
- 5.3.3 Consistency of provision across the key stage
- 5.3.4 Suitability for pupils with allergies and dietary restrictions

5.4 Milk Provision (Cool Milk)

- 5.4.1 Uptake levels among eligible pupils
- 5.4.2 Accessibility and administration of the scheme
- 5.4.3 Any barriers to participation

5.5 Website & Parent Information

- 5.5.1 Availability and clarity of menus
 - 5.5.2 Information on allergens and dietary needs
 - 5.5.3 Details of wraparound provision
 - 5.5.4 Compliance with statutory requirements
 - 5.5.5 Clear communication regarding allergy procedures and emergency arrangements, including the availability of spare EpiPens
- 5.6 Monitoring how food provision supports pupils' health, wellbeing and engagement.
 - 5.7 Considering value for money and the effectiveness of catering arrangements.
 - 5.8 Undertaking focused visits (as agreed with the governing board), including observation of:
 - Mealtimes
 - Food safety practices
 - Allergy management procedures
 - Staff readiness to respond to allergic emergencies

6. Contributions to the Governing Board

- 6.1 Reporting back following monitoring activities and meetings.
- 6.2 Providing clear, strategic insights including:
 - 6.2.1 Strengths in food and allergy provision
 - 6.2.2 Areas for development
 - 6.2.3 Risks relating to compliance, safety, or provision
- 6.3 Asking constructive and challenging questions regarding the quality, safety, compliance and impact of food provision and allergy management.
- 6.4 Supporting informed decision-making regarding catering arrangements and wraparound provision.
- 6.5 Contributing to discussions on how school food and safe allergy management support pupil wellbeing and outcomes.

Appendix 8 – Health & Safety Governor Role Description

1. School Barrowby Church of England Primary School

2. Title of the Role: Health & Safety Link Governor

3. Purpose of the Role

- 3.1 To support the governing board in its strategic oversight of health and safety within the school.
- 3.2 To develop an informed understanding of the school's health and safety systems, ensuring a safe environment for pupils, staff and visitors.
- 3.3 To provide assurance that statutory requirements and good practice are met and maintained.

4. Governing Body Strategic Responsibilities

- 4.1 Ensuring the school meets all statutory health and safety requirements.
- 4.2 Supporting the board in promoting a strong culture of safety and risk awareness.
- 4.3 Ensuring that appropriate policies, procedures and risk assessments are in place and regularly reviewed.
- 4.4 Overseeing the effectiveness of systems for managing site safety, food safety and supervision.
- 4.5 Ensuring that health and safety arrangements, including those during lunchtimes and wraparound care, are effective and appropriate.

5. Monitoring and Evaluating Performance

Scheduled Meetings with the School Business Manager (SBM):

5.1 Meeting with the **School Business Manager three times a year** to review health and safety provision and compliance:

September:

- 5.1.1 Review the **Health & Safety Policy**
- 5.1.2 Review **risk assessments** across the school
- 5.1.3 Check overall **compliance with statutory requirements**
- 5.1.4 Meet with the **Wrap Around Care (WRAC) Supervisor** to review:
 - Storage of food within wraparound provision
 - Food safety procedures
 - Compliance with food safety guidance

November:

- 5.1.5 Review the **Health & Safety Log**
- 5.1.6 Check that routine health and safety checks are being carried out consistently
- 5.1.7 Review any incidents, trends or emerging issues

March:

- 5.1.8 Review the **Caretaker's Log**
- 5.1.9 Check compliance with site checks and maintenance routines
- 5.1.10 Ensure timely completion of required actions

Additional Monitoring Activities:

5.2 Reviewing how health and safety procedures are implemented across the school environment.

- 5.3 Monitoring **lunchtime arrangements**, including:
 - 5.3.1 Supervision of pupils during eating
 - 5.3.2 Safe handling and consumption of food
 - 5.3.3 Procedures in place to manage allergens and food safety risks
- 5.4 Considering how effectively risks are identified, recorded and mitigated across school activities.
- 5.5 Undertaking focused visits (as agreed with the governing board) to observe systems and processes in practice (not individuals).

6. Contributions to the Governing Board

- 6.1 Reporting back to the governing board or relevant committee following monitoring activities.
- 6.2 Providing clear, strategic insights including:
 - 6.2.1 Strengths in health and safety provision
 - 6.2.2 Areas for development
 - 6.2.3 Any risks or compliance concerns
- 6.3 Asking constructive and challenging questions regarding health and safety systems and effectiveness.
- 6.4 Supporting informed decision-making relating to site safety, risk management and compliance.
- 6.5 Contributing to discussions on how health and safety supports pupil wellbeing and safe operation of the school.

Appendix 9 – Mental Health & Wellbeing Governor Role Description

1. School Barrowby Chgurch of England Primary School

2. Title of the Role: Mental Health & Wellbeing Governor

3. Purpose of the Role

- 3.1 To support the governing board in its strategic oversight of mental health and wellbeing across the school.
- 3.2 To develop an informed understanding of how the school promotes and supports the wellbeing of pupils, staff and parents.
- 3.3 To provide assurance that effective systems and approaches are in place to support positive mental health and emotional wellbeing.

4. Governing Body Strategic Responsibilities

- 4.1 Ensuring that the school promotes positive mental health and wellbeing as part of its overall ethos and strategy.
- 4.2 Supporting the board in recognising the importance of wellbeing for pupils, staff and the wider school community.
- 4.3 Ensuring there are appropriate policies and procedures in place to support mental health and wellbeing.
- 4.4 Ensuring that safeguarding, behaviour and inclusion strategies reflect wellbeing priorities.
- 4.5 Promoting an inclusive environment where all members of the school community feel supported.

5. Monitoring and Evaluating Performance

- 5.1 Meeting with the **Assistant Headteacher for Behaviour & Inclusion (Wellbeing Lead) once a year (March)** to review mental health and wellbeing provision.

Pupil Wellbeing

- 5.2 Monitoring approaches to supporting pupil mental health and emotional wellbeing, including early identification and intervention.
- 5.3 Reviewing and developing an understanding of the school's pastoral support provision, including:
 - 5.3.1 The range and structure of pastoral support available to pupils
 - 5.3.2 How effectively needs are identified and supported
 - 5.3.3 The impact of pastoral support on pupil wellbeing, behaviour and engagement
- 5.4 Reviewing social times (break and lunchtime), including:
 - 5.4.1 The effectiveness of supervision and structure
 - 5.4.2 The impact of active playgrounds on pupil engagement and behaviour
 - 5.4.3 The range and availability of activities and opportunities for pupils
- 5.5 Evaluating access to and participation in:
 - 5.5.1 Extra-curricular clubs
 - 5.5.2 Enrichment opportunities
 - 5.5.3 Inclusive provision for all groups of pupils
- 5.6 Reviewing pupil voice and feedback regarding wellbeing, safety and enjoyment in school.

Staff Wellbeing

- 5.7 Monitoring strategies to support **staff wellbeing**, including:
 - 5.7.1 Approaches to **reducing workload**
 - 5.7.2 Consideration of workload relating to **planning, marking, assessment and data collection**
 - 5.7.3 Review of the **Directed Time Policy and associated arrangements**
 - 5.7.4 Evaluation of school initiatives designed to support staff wellbeing
- 5.8 Reviewing **staff wellbeing initiatives and benefits**, including:
 - 5.8.1 Availability of **childcare support or subsidies**
 - 5.8.2 Provision of **free breakfast for staff attending before 8am**
 - 5.8.3 Provision of **free tea/refreshments for staff working beyond 5pm**
 - 5.8.4 Availability of **tea, coffee and other wellbeing provisions** during the working day
- 5.9 Reviewing how leaders respond to staff feedback, including staff surveys and informal feedback mechanisms.
- 5.10 Considering how policies and systems contribute to a positive, supportive and sustainable working environment.

Wider School Family

- 5.11 Monitoring approaches to supporting **parent and family wellbeing**, including engagement and communication.
- 5.12 Reviewing how wellbeing is reflected across school policies such as behaviour, safeguarding and inclusion.
- 5.13 Undertaking focused visits (as agreed with the governing board) linked to wellbeing priorities.

6. Contributions to the Governing Board

- 6.1 Reporting back to the governing board or relevant committee following monitoring activities and meetings.
- 6.2 Providing clear, strategic insights including:
 - 6.2.1 Strengths in wellbeing provision
 - 6.2.2 Areas for development
 - 6.2.3 Any risks or concerns
- 6.3 Asking constructive and challenging questions regarding the effectiveness of wellbeing strategies.
- 6.4 Supporting informed decision-making around policies, provision and resourcing linked to mental health and wellbeing.
- 6.5 Contributing to discussions on how wellbeing supports pupil outcomes, staff retention and overall school improvement.

Appendix 10 – Pupil Premium Governor Role Description

1. School Barrowby Church of England Primary School

2. Title of the Role: Pupil Premium Link Governor

3. Purpose of the Role

- 3.1 To support the governing board in its strategic oversight of Pupil Premium (PP) provision.
- 3.2 To develop an informed understanding of how Pupil Premium funding is used to improve outcomes for disadvantaged pupils.
- 3.3 To provide assurance that funding is used effectively and that its impact is clearly evaluated.

4. Governing Body Strategic Responsibilities

- 4.1 Ensuring that the school has an effective and robust **Pupil Premium Strategy** in place.
- 4.2 Supporting the board in promoting equality of opportunity for disadvantaged pupils.
- 4.3 Ensuring that Pupil Premium funding is used in line with guidance and targeted appropriately.
- 4.4 Ensuring that the governing board understands the barriers to learning faced by disadvantaged pupils.
- 4.5 Ensuring that statutory information regarding Pupil Premium is **published on the school website** and kept up to date.

5. Monitoring and Evaluating Performance

- 5.1 Meeting with the **Deputy Headteacher once a year (November)** to review the Pupil Premium provision. This will include:
 - 5.1.1 Reviewing the **Pupil Premium Strategy**
 - 5.1.2 Reviewing **expenditure of Pupil Premium funding**
 - 5.1.3 Evaluating the **impact of spending on pupil outcomes**
 - 5.1.4 Reviewing identified **barriers to learning** and how these are addressed
 - 5.1.5 Ensuring that required **documentation is published on the school website** and is compliant
- 5.2 Monitoring the progress and attainment of disadvantaged pupils, including comparison with other pupils within the school.
- 5.3 Reviewing the effectiveness of interventions and strategies funded through Pupil Premium.
- 5.4 Considering how well the school supports disadvantaged pupils in accessing the full curriculum, enrichment opportunities and wider experiences.
- 5.5 Undertaking focused visits (as agreed with the governing board) linked to Pupil Premium priorities.

6. Contributions to the Governing Board

- 6.1 Reporting back to the governing board or relevant committee following monitoring activities and meetings.
- 6.2 Providing clear, strategic insights including:
 - 6.2.1 Strengths in Pupil Premium provision
 - 6.2.2 Areas for development
 - 6.2.3 Any risks or concerns regarding outcomes or use of funding

- 6.3 Asking constructive and challenging questions regarding the impact and effectiveness of Pupil Premium spending.
- 6.4 Supporting informed decision-making relating to strategy, resourcing and priorities.
- 6.5 Contributing to discussions on how disadvantaged pupils' outcomes can be improved.

Appendix 11 – RE & Collective Worship Governor Role Description

1. School Barrowby Church of England Primary School

2. Title of the Role: RE and Collective Worship Link Governor

3. Purpose of the Role

- 3.1 To support the governing board in its strategic oversight of Religious Education (RE) and Collective Worship.
- 3.2 To develop an informed understanding of the quality and impact of RE and Collective Worship within the school.
- 3.3 To provide assurance that provision is inclusive, compliant and reflects the school's values and ethos.

4. Governing Body Strategic Responsibilities

- 4.1 The governing board ensures that RE is delivered in line with the Lincolnshire Agreed Syllabus.
- 4.2 The governing board ensures that Collective Worship is provided daily and reflects legal and statutory expectations.
- 4.3 The governing board promotes an inclusive, respectful and reflective approach to religious and cultural education.
- 4.4 The governing board ensures pupils have access to a range of meaningful religious and cultural experiences.
- 4.5 The governing board ensures that RE and Collective Worship support pupils' spiritual, moral, social and cultural (SMSC) development.

5. Monitoring and Evaluating Performance

RE Provision

- 5.1 The RE Governor meets with the RE Lead once a year (March) to review RE provision. This includes:
 - 5.1.1 Reviewing the RE Curriculum Long-Term Plan (LTP) and Curriculum Maps
 - 5.1.2 Ensuring alignment with the Lincolnshire Agreed Syllabus
 - 5.1.3 Reviewing priorities and actions within the subject
 - 5.1.4 Evaluating strengths and areas for development

Collective Worship

- 5.2 The RE Governor attends acts of **Collective Worship** to ensure they are:
 - 5.2.1 **Inspirational**
 - 5.2.2 **Inclusive**
 - 5.2.3 **Invitational**, allowing reflection and participation from all pupils
- 5.3 The RE Governor reviews the **Collective Worship rota**, including:
 - 5.3.1 Themes and coverage across the year
 - 5.3.2 Opportunities for reflection and development of values
- 5.4 The RE Governor attends key acts of worship at **Barrowby All Saints Church**, including:
 - 5.4.1 Harvest Festival
 - 5.4.2 Christmas Service
 - 5.4.3 Easter Service
 - 5.4.4 Pentecost
 - 5.4.5 Year 6 Leavers' Service
 - 5.4.6 End of Year Celebration Service

5.5 The RE Governor meets with the **Collective Worship Committee** to:

- 5.5.1 Review pupil involvement
- 5.5.2 Evaluate the impact of worship on the school community

Religious Experiences and Enrichment

5.6 The RE Governor maintains an overview of **religious experiences and visits**, including:

- 5.6.1 Year 3 – Mandir visit (Autumn 1)
- 5.6.2 Year 4 – Synagogue visit (Spring 2)
- 5.6.3 Year 5 – Mosque visit (Summer 1)

5.7 The RE Governor reviews the impact of **visitors and enrichment experiences**, including:

- 5.7.1 Whole school **Indian Experience**
- 5.7.2 **Humanist visitor (Year 6)**
- 5.7.3 Other opportunities for spiritual and cultural development

5.8 The RE Governor evaluates how these experiences contribute to:

- 5.8.1 Pupils' understanding of different faiths and beliefs
- 5.8.2 Respect, tolerance and inclusion
- 5.8.3 Personal development and cultural awareness

6. Contributions to the Governing Board

6.1 The RE Governor reports to the governing board or relevant committee following monitoring activities and visits.

6.2 The RE Governor provides clear, strategic insights including:

- 6.2.1 Strengths in RE and Collective Worship provision
- 6.2.2 Areas for development
- 6.2.3 Impact of enrichment and experiences

6.3 The RE Governor asks constructive and challenging questions regarding curriculum quality, inclusion and impact.

6.4 The RE Governor supports informed decision-making relating to RE and Collective Worship provision.

Appendix 12 – Safeguarding Governor Role Description

1. School

2. Title of the Role: Safeguarding & Child Protection Governor

3. Purpose of the Role

- 3.1 To support the governing board in its statutory responsibility to ensure effective safeguarding arrangements are in place.
- 3.2 To develop an informed understanding of safeguarding systems, culture and practice across the school.
- 3.3 To provide assurance that safeguarding procedures are robust, compliant and effective in protecting pupils.

4. Governing Body Strategic Responsibilities

- 4.1 Ensuring safeguarding is a priority and embedded within the school's culture.
- 4.2 Ensuring compliance with statutory guidance, including **Keeping Children Safe in Education (KCSIE)**.
- 4.3 Ensuring appropriate safeguarding policies and procedures are in place, reviewed and implemented effectively.
- 4.4 Ensuring recruitment, training and site procedures reflect safer recruitment and safeguarding expectations.
- 4.5 Supporting the board in understanding safeguarding risks, trends and actions required.

5. Monitoring and Evaluating Performance

- 5.1 Attending school **three times a year** to meet with key staff and review safeguarding provision:

September Visit

- 5.2 Meeting with the **Designated Safeguarding Lead (DSL)** to:
 - 5.2.1 Review the **Safeguarding Policy** and any updates
 - 5.2.2 Review amendments to **KCSIE** and how these have been implemented
 - 5.2.3 Check dissemination of safeguarding updates to staff
 - 5.2.4 Review the **Safeguarding Panel** arrangements and effectiveness
 - 5.2.5 Review **visitor protocols** and site security procedures
- 5.3 Meeting with the **School Business Manager (SBM)** to:
 - 5.3.1 Review any **new recruitment** undertaken
 - 5.3.2 Check compliance with **safer recruitment procedures**
 - 5.3.3 Review the focus of **annual safeguarding training**
 - 5.3.4 Ensure safeguarding processes and systems are robust
 - 5.3.5 Have sight of the **training needs and 6-Year Safeguarding Training Pathway**

March Visit

- 5.4 Meeting with the **School Business Manager (SBM)** to:
 - 5.4.1 Review the **Single Central Record (SCR)**
 - 5.4.2 Check for missing information or gaps
 - 5.4.3 Ensure accuracy and compliance of records
 - 5.4.4 Review **personnel files** to ensure compliance with safer recruitment requirements
- 5.5 Meeting with the **DSL** to:
 - 5.5.1 Review the **Safeguarding Audit**
 - 5.5.2 Check progress against identified actions
 - 5.5.3 Review any safeguarding **trends or emerging concerns**

June Visit

5.6 Meeting with the **DSL** to:

5.6.1 Review **safeguarding training undertaken during the year**

5.6.2 Evaluate the **impact of training**, including the 6-Year Training Pathway

5.6.3 Review trends, patterns and ongoing priorities

5.6.4 Ensure governors are informed of safeguarding matters, including the need to attend **annual safeguarding training**

Ongoing Monitoring

5.7 Maintaining an overview of safeguarding systems and culture across the school.

5.8 Undertaking focused visits (as agreed with the governing board) to observe safeguarding systems and processes (not individuals).

5.9 Ensuring safeguarding is effectively embedded across all areas of school life.

6. Contributions to the Governing Board

6.1 Reporting back to the governing board or relevant committee following each visit.

6.2 Providing clear, strategic insights including:

6.2.1 Strengths in safeguarding provision

6.2.2 Areas for development

6.2.3 Any risks or compliance concerns

6.3 Asking constructive and challenging questions regarding safeguarding practice and effectiveness.

6.4 Supporting informed decision-making relating to safeguarding policies, training and compliance.

6.5 Ensuring safeguarding remains a standing priority for the governing board.

Appendix 13 – SEND Governor Role Description

1. School Barrowby Church of England Primary School

2. Title of the Role: SEND Governor

3. Purpose of the Role

3.1 To support the governing board in its strategic oversight of Special Educational Needs and Disabilities (SEND) provision.

3.2 To develop an informed understanding of how the school identifies, supports and monitors pupils with SEND.

3.3 To provide assurance that provision is effective, inclusive and compliant with statutory requirements.

4. Governing Body Strategic Responsibilities

4.1 Ensuring the school meets its statutory duties under the **SEND Code of Practice**.

4.2 Promoting an inclusive ethos where pupils with SEND are supported to achieve their full potential.

4.3 Ensuring that the governing board understands the needs and profile of pupils with SEND and other vulnerable groups.

4.4 Ensuring that appropriate provision, interventions and resources are in place.

4.5 Ensuring that statutory documentation, including the **SEND Information Report**, is available and compliant on the school website.

5. Monitoring and Evaluating Performance

November Visit

5.1 Meet with the **SENDCo in November** to review SEND provision. This will include:

5.1.1 Reviewing the **SEND Information Report**

5.1.2 Checking that statutory SEND information is **published and compliant on the school website**

5.1.3 Developing an understanding of the **SENDCo's role and responsibilities**

5.1.4 Reviewing contextual information about the school, including:

- Percentage of pupils with **EHCPs**

- Percentage of pupils identified as **SEND**

- Other vulnerable groups (e.g. **EAL**, disadvantaged pupils)

5.1.5 Reviewing the **progress and attainment of vulnerable groups**, including pupils with SEND

5.1.6 Understanding the key priorities and areas for development in SEND provision

March Visit

5.2 Meet with the **SENDCo in March** to review progress. This will include:

5.2.1 Reviewing the **progress and outcomes of pupils with SEND**

5.2.2 Reviewing the progress of wider **vulnerable groups**

5.2.3 Evaluating the impact of SEND interventions and support strategies

5.2.4 Reviewing any emerging needs, trends or barriers to learning

Ongoing Monitoring

5.3 Maintaining an overview of SEND provision across the school.

5.4 Considering how effectively the school supports inclusion and access to the full curriculum.

5.5 Undertaking focused visits (as agreed with the governing board) linked to SEND priorities.

6. Contributions to the Governing Board

6.1 Reporting back to the governing board or relevant committee following monitoring activities and meetings.

6.2 Providing clear, strategic insights including:

6.2.1 Strengths in SEND provision

6.2.2 Areas for development

6.2.3 Any risks or concerns

6.3 Asking constructive and challenging questions regarding the effectiveness of SEND provision and outcomes.

6.4 Supporting informed decision-making relating to inclusion, provision and resourcing.

6.5 Contributing to discussions on how outcomes for pupils with SEND and other vulnerable groups can be improved.

Appendix 14 – Sport’s Premium Governor Role Description

1. School Barrowby Church of England Primary School

2. Title of the Role: Sports Premium Governor

3. Purpose of the Role

3.1 To support the governing board in its strategic oversight of the Primary PE and Sport Premium funding.

3.2 To develop an informed understanding of how funding is used to improve the quality of PE, sport and physical activity.

3.3 To provide assurance that funding is used effectively and that it has a measurable impact on pupil participation, wellbeing and achievement.

4. Governing Body Strategic Responsibilities

4.1 Ensuring that Sport Premium funding is used in accordance with guidance and for sustainable impact.

4.2 Supporting the board in promoting high-quality PE, sport and physical activity across the school.

4.3 Ensuring that pupils have access to a wide range of sporting opportunities and experiences.

4.4 Ensuring that statutory information regarding Sport Premium funding is **published and up to date on the school website**.

4.5 Supporting the development of a culture that values participation, competition and healthy lifestyles.

5. Monitoring and Evaluating Performance

5.1 Meet with the **PE Lead once a year** to review Sport Premium provision. This will include:

5.1.1 Review **Sport Premium documentation**, including spending plans and reports

5.1.2 Review **trends in PE, sport and physical activity** across the school

5.1.3 Evaluate the **impact of Sport Premium expenditure** on pupil outcomes and participation

5.1.4 Ensure compliance with **website publication requirements**

5.2 Review the school’s **relationship with external providers**, including:

5.2.1 Engagement with **Inspire+** (or equivalent organisations)

5.2.2 Services and provision commissioned

5.2.3 Impact and value for money of services procured

5.3 Develop an understanding of **pupil participation**, including:

5.3.1 Levels of engagement in PE lessons

5.3.2 Participation in extra-curricular clubs and competitions

5.3.3 Inclusion of all pupil groups

5.4 Review the **impact of provision**, including:

5.4.1 Improvements in physical activity

5.4.2 Development of pupil skills and confidence

5.4.3 Contribution to health and wellbeing

5.5 Keep up to date with **sporting achievements and recognition**, including:

5.5.1 School participation in competitions and events

5.5.2 Awards and accreditations achieved

5.5.3 Celebration of pupil success

5.6 Undertake focused visits (as agreed with the governing board) linked to PE and sport priorities.

6. Contributions to the Governing Board

6.1 Report back to the governing board or relevant committee following monitoring activities and meetings.

6.2 Provide clear, strategic insights including:

6.2.1 Strengths in PE and sport provision

6.2.2 Areas for development

6.2.3 Any risks or concerns relating to funding and impact

6.3 Ask constructive and challenging questions regarding the effectiveness and sustainability of Sport Premium spending.

6.4 Support informed decision-making relating to resourcing, provision and future strategy.

6.5 Contribute to discussions on how PE and sport support pupil development, wellbeing and whole-school improvement.

Appendix 15 – Training Governor Role Description

1. School Barrowby Church of England Primary School

2. Title of the Role: Training Link Governor

3. Purpose of the Role

- 3.1 To support the governing board in ensuring governors have the skills, knowledge and training required to fulfil their roles effectively.
- 3.2 To develop an informed overview of training opportunities and promote continuous professional development for all governors.
- 3.3 To provide assurance that training is aligned to the needs and priorities of the governing board.

4. Governing Body Strategic Responsibilities

- 4.1 Ensuring the governing board maintains a strong and effective **skills base**.
- 4.2 Supporting a culture of continuous development and improvement among governors.
- 4.3 Ensuring governors have access to appropriate training, including through organisations such as the **National Governance Association (NGA)**.
- 4.4 Ensuring effective induction processes are in place for new governors.
- 4.5 Supporting the board in identifying and addressing gaps in skills and knowledge.

5. Monitoring and Evaluating Performance

- 5.1 Facilitate the **annual review of governing board skills**, including:
 - 5.1.1 Leading a **skills audit at the July governing board meeting**
 - 5.1.2 Analysing results to identify strengths and **gaps in the board's skill set**
 - 5.1.3 Presenting findings and recommendations at the **September meeting**
- 5.2 Maintain an awareness and understanding of **training opportunities**, including:
 - 5.2.1 Training provided through the **NGA and other governance bodies**
 - 5.2.2 Relevant local authority or external provider training
 - 5.2.3 Emerging training linked to national priorities or statutory responsibilities
- 5.3 Signpost appropriate training opportunities to governors, based on:
 - 5.3.1 Individual development needs
 - 5.3.2 Link governor roles and responsibilities
 - 5.3.3 Identified gaps from the skills audit
- 5.4 Take responsibility for **governor induction**, including:
 - 5.4.1 Supporting new governors to understand their role and responsibilities
 - 5.4.2 Ensuring completion of essential induction training
 - 5.4.3 Signposting key documents, policies and governance guidance
- 5.5 Liaise with individual governors undertaking training to:
 - 5.5.1 Monitor training participation
 - 5.5.2 Ensure training is **logged with the School Business Manager (SBM)**
 - 5.5.3 Support evaluation of the **impact of training on governance effectiveness**
- 5.6 Maintain an overview of training across the governing board to ensure coverage of key areas (e.g. safeguarding, SEND, data, finance).

6. Contributions to the Governing Board

- 6.1 Reporting back to the governing board or relevant committee on training activity and development needs.

6.2 Providing clear, strategic insights including:

- 6.2.1 Strengths in the board's skills and knowledge
- 6.2.2 Identified gaps or development needs
- 6.2.3 Recommendations for future training priorities

6.3 Supporting informed decision-making regarding governor development and succession planning.

6.4 Promoting good practice in governance through continuous learning and development.

Appendix 16 – Parent Governor Role Description

1. School Barrowby Church of England Primary School

2. Title of the Role Parent Governor

3. Purpose of the Role

3.1 To support the governing board in fulfilling its strategic responsibilities while bringing a **parent perspective** to discussions.

3.2 To contribute to effective governance by ensuring that decisions consider the experiences and views of parents.

3.3 To act in the **best interests of the school as a whole**, in line with NGA guidance, rather than representing individual concerns.

4. Governing Body Strategic Responsibilities

4.1 The Parent Governor works collectively with the governing board to support the **three core functions of governance**:

4.1.1 Ensuring clarity of vision, ethos and strategic direction

4.1.2 Holding leaders to account for educational performance

4.1.3 Overseeing financial performance and ensuring value for money

4.2 The Parent Governor contributes to discussions by providing a **parental viewpoint**, where appropriate.

4.3 The Parent Governor supports the board in ensuring that policies and decisions reflect the needs of pupils and families.

4.4 The Parent Governor promotes strong **home–school relationships** and effective communication with the parent community.

5. Monitoring and Evaluating Performance

5.1 The Parent Governor develops an understanding of the school's priorities, policies and performance.

5.2 The Parent Governor considers the **views of parents** in a general sense, including:

5.2.1 Feedback provided through surveys or consultations

5.2.2 Themes and trends (not individual issues)

5.3 The Parent Governor supports review of how effectively the school communicates with parents, including:

5.3.1 Clarity and accessibility of information on the **school website**

5.3.2 Parent communication systems and engagement opportunities

5.4 The Parent Governor ensures that parental perspectives are **considered appropriately in strategic discussions**, where relevant.

5.5 The Parent Governor takes part in governor visits, training and monitoring activities as agreed by the governing board.

6. Contributions to the Governing Board

6.1 The Parent Governor participates fully in governing board meetings and committees.

6.2 The Parent Governor provides a **balanced parental perspective**, ensuring:

6.2.1 Views are representative and not based on individual cases

6.2.2 Discussions remain strategic rather than operational

6.3 The Parent Governor asks constructive and respectful questions to support effective governance.

6.4 The Parent Governor contributes to informed decision-making in the best interests of all pupils.

Appendix 17 – Foundation Governor Role Description

1. School Barrowby Church of England Primary School

2. Title of the Role: Foundation Governor

3. Purpose of the Role

3.1 To support the governing board in fulfilling its strategic responsibilities while helping to preserve and develop the school's religious character and ethos.

3.2 To ensure that the school operates in accordance with its founding trust or religious foundation.

3.3 To contribute to effective governance by bringing an understanding of the **faith perspective** within the life and work of the school.

4. Governing Body Strategic Responsibilities

4.1 The Foundation Governor works collectively with the governing board to fulfil the three core functions of governance:

- 4.1.1 Ensuring clarity of vision, ethos and strategic direction
 - Supporting the preservation and development of the school's religious ethos and values
- 4.1.2 Holding leaders to account for educational performance
 - Ensuring that provision for Religious Education (RE), Collective Worship and spiritual development is effective
- 4.1.3 Overseeing financial performance and ensuring value for money
 - Ensuring resources support the school's ethos, values and wider provision

4.2 The Foundation Governor supports the governing board in:

- 4.2.1 Preserving and developing the school's ethos, values and religious character
- 4.2.2 Ensuring that policies and decisions reflect the school's faith foundation
- 4.2.3 Supporting strong links between the school and the church/foundation body

4.3 The Foundation Governor ensures that statutory requirements in relation to:

- 4.3.1 Religious Education (RE)
 - 4.3.2 Collective Worship
- are met and reflect the school's foundation

4.4 The Foundation Governor contributes to safeguarding the distinctiveness of the school within its local community.

5. Monitoring and Evaluating Performance

5.1 The Foundation Governor develops an understanding of how the school's ethos and values are reflected in practice.

5.2 The Foundation Governor monitors the quality and impact of:

- 5.2.1 **Collective Worship**
- 5.2.2 **Religious Education (RE)**
- 5.2.3 Opportunities for pupils' **spiritual development**

5.3 The Foundation Governor supports and maintains links with the church/foundation body, including attending events where appropriate.

5.4 The Foundation Governor contributes to the review of policies to ensure they reflect the school's religious character and values.

5.5 The Foundation Governor reviews key documentation and compliance relating to SIAMS and statutory expectations, including:

5.5.1 The SIAMS self-evaluation document and associated evidence

5.5.2 The accuracy, completeness and accessibility of RE, Collective Worship and ethos-related information on the school website

5.5.3 Alignment between documentation, practice and the school's stated vision and values

5.6 The Foundation Governor undertakes focused visits (as agreed with the governing board) to review the implementation of the school's ethos and values.

6. Contributions to the Governing Board

6.1 The Foundation Governor reports to the governing board or relevant committee on matters relating to ethos, RE and Collective Worship.

6.2 The Foundation Governor provides clear, strategic insights including:

6.2.1 Strengths in maintaining the school's religious character

6.2.2 Areas for development

6.2.3 Opportunities to strengthen the school's ethos

6.3 The Foundation Governor contributes to discussions ensuring that decisions align with the school's values and foundation.

6.4 The Foundation Governor supports strong relationships between the governing board, school leaders and the wider faith community.

Appendix 18 – Staff Governor Role Description

1. School Barrowby Church of England Primary School

2. Title of the Role: Staff Governor

3. Purpose of the Role

3.1 To support the governing board in fulfilling its strategic responsibilities while contributing a staff perspective to discussions.

3.2 To provide insight into the practical implications of policies and decisions on staff and day-to-day school operations.

3.3 To contribute to effective governance by ensuring that decisions are informed, balanced and in the best interests of the school as a whole.

4. Governing Body Strategic Responsibilities

4.1 The Staff Governor works collectively with the governing board to fulfil the **three core functions of governance**:

4.1.1 Ensuring clarity of vision, ethos and strategic direction

- Contributing a staff perspective on how vision and values are embedded in practice

4.1.2 Holding leaders to account for educational performance

- Contributing professional insight into teaching, learning and school improvement

4.1.3 Overseeing financial performance and ensuring value for money

- Supporting understanding of how decisions impact staffing and resources

4.2 The Staff Governor supports the governing board in:

4.2.1 Considering the impact of decisions on staff workload and wellbeing

4.2.2 Ensuring policies are realistic and implementable in practice

4.2.3 Promoting effective communication and understanding between staff and governors

5. Monitoring and Evaluating Performance

5.1 The Staff Governor contributes professional knowledge and understanding of school practice to discussions.

5.2 The Staff Governor supports the governing board by:

5.2.1 Offering insight into how policies and strategies are implemented

5.2.2 Highlighting practical considerations and operational implications (at a strategic level)

5.3 The Staff Governor develops an understanding of whole-school priorities and contributes to discussions on:

5.3.1 Teaching and learning

5.3.2 Behaviour and pupil outcomes

5.3.3 Staff workload and wellbeing

5.4 The Staff Governor participates in governor training, meetings and monitoring activities as agreed by the governing board.

6. Contributions to the Governing Board

6.1 The Staff Governor participates fully in governing board meetings and committees.

6.2 The Staff Governor provides a **professional staff perspective**, ensuring:

6.2.1 Contributions are balanced and objective

6.2.2 Views are not limited to personal experience alone

6.3 The Staff Governor asks constructive and professional questions to support effective governance.

6.4 The Staff Governor contributes to decision-making in the **best interests of all pupils and the school community**.

Appendix 19 – Local Authority Governor Role Description

1. School Barrowby Church of England Primary School

2. Title of the Role: Local Authority Governor

3. Purpose of the Role

3.1 To support the governing board in fulfilling its strategic responsibilities.

3.2 To contribute to effective governance by bringing relevant skills, experience and local context.

3.3 To ensure that decisions are made in the best interests of the school as a whole, not as a representative of the Local Authority.

4. Governing Body Strategic Responsibilities

4.1 The Local Authority Governor works collectively with the governing board to fulfil the three core functions of governance:

4.1.1 Ensuring clarity of vision, ethos and strategic direction

- Contributing knowledge of the local context and community where relevant

4.1.2 Holding leaders to account for educational performance

- Providing appropriate challenge and support based on experience and expertise

4.1.3 Overseeing financial performance and ensuring value for money

- Supporting scrutiny of resources and decision-making

4.2 The Local Authority Governor:

4.2.1 Brings knowledge and understanding of local priorities, policies or services, where appropriate

4.2.2 Supports the governing board in understanding the wider local context

4.2.3 Contributes to ensuring strong relationships with the local community

5. Monitoring and Evaluating Performance

5.1 The Local Authority Governor develops an understanding of the school's priorities, performance and context.

5.2 The Local Authority Governor contributes to monitoring by:

5.2.1 Reviewing school information and data

5.2.2 Participating in governor visits (as agreed by the governing board)

5.2.3 Supporting evaluation of school improvement priorities

5.3 The Local Authority Governor maintains an awareness of:

5.3.1 Relevant local authority policies or developments

5.3.2 Local trends that may impact the school

5.3.3 Opportunities for collaboration or support

5.4 The Local Authority Governor ensures that any local knowledge is used appropriately and strategically, without influencing decision-making in a representative capacity.

6. Contributions to the Governing Board

6.1 The Local Authority Governor participates fully in governing board meetings and committees.

6.2 The Local Authority Governor provides **balanced, objective contributions**, ensuring:

6.2.1 Views are based on evidence and strategic considerations

6.2.2 Contributions are not limited to local authority perspective

6.3 The Local Authority Governor asks constructive and challenging questions to support effective governance.

6.4 The Local Authority Governor contributes to informed decision-making in the best interests of all pupils and the school community.

Appendix 20 – Co-opted Governor Role Description

1. School Barrowby Church of England Primary School

2. Title of the Role: Co-opted Governor

3. Purpose of the Role

3.1 To support the governing board in fulfilling its strategic responsibilities by contributing specific skills, knowledge or experience identified by the board.

3.2 To strengthen governance through targeted expertise relevant to the school's priorities.

3.3 To act in the best interests of the school as a whole, in line with NGA guidance.

4. Governing Body Strategic Responsibilities

4.1 The Co-opted Governor works collectively with the governing board to fulfil the three core functions of governance:

4.1.1 Ensuring clarity of vision, ethos and strategic direction

- Contributing expertise to support strategic development and improvement

4.1.2 Holding leaders to account for educational performance

- Providing challenge and insight based on relevant skills and experience

4.1.3 Overseeing financial performance and ensuring value for money

- Supporting scrutiny of resources where relevant to expertise

4.2 The Co-opted Governor is appointed by the governing board to:

4.2.1 Fill identified gaps in the board's skills and experience

4.2.2 Contribute to specific areas of governance requiring expertise

4.2.3 Support board effectiveness for a defined period of time

5. Monitoring and Evaluating Performance

5.1 The Co-opted Governor applies their **specific expertise** to support the governing board, including:

5.1.1 Contributing to discussions in their area of knowledge

5.1.2 Supporting strategic review and decision-making

5.1.3 Providing informed challenge and professional insight

5.2 The Co-opted Governor develops an understanding of:

5.2.1 The school's priorities and improvement plans

5.2.2 How their expertise supports identified school needs

5.3 The Co-opted Governor participates in:

5.3.1 Governing board and committee meetings

5.3.2 Relevant training and development opportunities

5.3.3 Monitoring activities aligned with their area of expertise

5.4 The contribution of the Co-opted Governor is reviewed periodically by the governing board to ensure continued impact and relevance.

6. Contributions to the Governing Board

6.1 The Co-opted Governor provides **specialist knowledge and expertise** to strengthen governance.

6.2 The Co-opted Governor contributes to discussions by:

6.2.1 Offering informed professional insight

6.2.2 Supporting evidence-based decision-making

6.2.3 Identifying risks, opportunities or improvements

6.3 The Co-opted Governor asks constructive and challenging questions in line with their expertise.

6.4 The Co-opted Governor supports the governing board in achieving its strategic priorities.

Appendix 21 – School Staff

Teaching Staff	Role
Len Batey	Head Teacher
Sarah Banfield	Reception/Y1 Class Teacher
Natasha Selby	Assisatnt Headteacher EYFS & PD, Reception/Y1 Class Teacher
Sue Watson	Year 1/ 2 Class Teacher
James Liversidge	Year 1/ 2 Class Teacher
Sam Caton	Year 3 Class Teacher
Phil Leach	Year 4 Class Teacher Maternity Cover
Mitchell French	Year 5 Class Teacher (Sept-Dec 26)
Tabitha Ward	Deputy Headteacher, Year 5 Class Teacher (From Jan 27)
David Olalere	Year 6 Class Teacher Maternity Cover
India Lees	Year 6 Class Teacher/ SENDCo (Maternity)
HLTA	
Jen Stanley	HLTA
Juliet Rowlands	HLTA
Classroom Support	
Mel Watson	Teaching Assistant / Lunchtime Controller
Belinda Hart	Teaching Assistant / Lunchtime Supervisor
Su Clark	Teaching Assistant / Lunchtime Supervisor
Katie Tindale	Teaching Assistant / Lunchtime Supervisor
Rachael Houghton	Teaching Assistant / Lunchtime Supervisor
Laura Wright	Teaching Assistant
Amanda Bird	Teaching Assistant
Denise Kay	Teaching Assistant
Ava Reed	Level 5 Apprentice
Administration Staff	
Thomas Liddiard	School Business Manager
Michelle Holmes	Administrator
Alex Duller	Administrator
Wrap Around Care Supervisors	
Sarah Spencer	Wrap Around Care Supervisor
Allison Hands	Wrap Around Care Supervisor
Alex Burley	Wrap Around Care Supervisor / Lunchtime Supervisor
Lunchtime Supervisors	
Lynne Doncaster	Lunchtime Supervisor / Cleaner
Katherine Walpole	Lunchtime Supervisor
Site Staff	
Tanya Walton	Caretaker / Wrap Around Care Supervisor

Appendix 22 – Educational Jargon

DBS	Disclosure & Barring Service
EAL	English as an additional language
EHC Plan	Educational Health Care Plan - An education, health and care plan is a document that says what support a child or young person who has special educational needs should have.
EIF	Education Inspection Framework – The published OFSTED inspection framework for schools to follow.
EYFS	Early Years Foundation Stage. A framework of care and Education for children from birth to five years of age.
FSM	Free School Meals
G & T	Gifted and Talented - Gifted are those with high ability in one or more academic subject and the talented are those with high ability in sport, music, visual or performing arts.
HLTA	Higher Level Teaching Assistant
IDSR	Inspection Data Summary Report
IEP	Individual Education Plan for SEN pupils
INSET	In-Service Education and Training - Training for staff which takes place during the school year.
LA	Local Authority
LAC	Looked After Children
MFL	Modern Foreign Language
MTFP	Medium Term Finance Plan
NOR	Number on Roll
NQT	Newly Qualified Teacher
Ofsted	Office for Standards in Education
PAN	Published Admission Number
PPA	Planning, Preparation and Assessment time to which teachers are entitled
PSHE	Personal Social Health and Economic education
QTS	Qualified Teacher Status
RAISE	Reporting and Analysis for Improvement through School Self-Evaluation
RQT	Recently Qualified Teacher
SATs	Standard Attainment Tests/Tasks - National Curriculum Tests and Tasks which take place at the end of Key Stage 1 and at the end of Key Stage 2.
SCR	Single Central Record - Schools must hold a single central record of all adults working with pupils. The records hold security and ID checks among other specific information.
SDP	School Development Plan
SES	Self-Evaluation Summary
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SFVS	Schools Financial Value Statement
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural (development)
TA	Teaching Assistant
TAC	Team Around the Child

Appendix 23 – Monitoring Guidance

Governors' Visits to the school

Purpose of visits

Visiting school on a planned, regular basis allows governors/trustees to:

- better understand their school's strengths and areas for development
- determine if agreed policies and procedures are working in practice
- identify how resources are being used
- show staff and pupils that they are interested in the life, work and achievements of a school
- experience the culture and ethos of the school

Focus of Visits

- strategic priorities and key policies agreed by the governing board
- the evaluation of progress: are the things people say are happening actually happening?
- seeking assurance that the needs of pupils are being met (such as safeguarding and SEND)

Frequency of visits

The frequency of governance visits should be in accordance with the schedule established by the governing board and agreed with school leaders and relevant staff. Visits should be scheduled to allow governors/trustees to see relevant activities and strategic milestones.

Arranging and Preparing for Visits

Visits should be arranged through the headteacher, with adequate notice, and agreed with the relevant members of staff.

Due regard should be given to:

- how the visit fits with the schedule of board and committee meetings, to allow for timely feedback and discussion
- how to avoid visits clashing with important events and/or busy periods in school life
- the workload implications for staff who are likely to be involved in the visits

Governors/trustees are encouraged to prepare for their visit. This may include:

- reading and familiarising yourself with the governing board's protocol for visits and the expected conduct
- reading and familiarising yourself with the school's policy for visitors (this is different from the governor/trustee visits policy) that includes relevant health, safety and safeguarding instructions
- reading the background information relating to the focus of the visit, such as relevant section(s) of the strategic plan, performance data, policies, stakeholder information
- clarifying the purpose of the visit with the head teacher and or relevant member of staff
- confirming the visit schedule and activities

Conduct on visits

When visiting the school in a governing capacity, you should:

- arrive in good time and follow the school's procedures (such as signing in and producing identification)
- adopt a friendly approach that puts everyone at ease
- be respectful of the school at work and if you wish to take notes, check that those you are with are comfortable with this
- if you are taking notes, be clear with everyone that this is for feedback purposes and that you are not recording judgements (for example on the quality of their teaching)
- ask relevant questions that are closely linked to the purpose of your visit
- acknowledge the staff and pupils you meet
- relax and enjoy yourself and look at what is happening discreetly.
- get involved with pupils' activities when invited, but don't intervene.
- show an interest/ask questions, but don't monopolise the teacher's time.
- never comment on the teacher's conduct, or on individual pupils.
- do not allow yourself to become an instrument for advancing particular issues.
- do not express your own opinions if pressed on controversial issues.
- Always thank the teacher/Teaching Assistants when leaving the classroom.

Curriculum Monitoring Visits

The following is specific guidance for *Curriculum Monitoring Visits*:

What are the pupil's attitudes to learning?

- Behaviour
- Responses through the lesson
- Work/learning behaviour e.g. pupils on task

What is the atmosphere in the classroom like?

- Atmosphere
- responses made by the children to the governor/teacher/TA
- inclusiveness of all children in the lesson (including those with special needs, or English as an acquired language)

How is the Teaching Assistant being used?

- Supporting/extending pupils

Were resources used effectively?

- Resources being used, their condition and adequacy
- Whether the area of the curriculum needs more resources in the future

Governors/ trustees are also expected to behave in line with the governing board's code of conduct, being aware of the need to maintain confidentiality. Governors are asked not to comment on the quality of teaching on a monitoring visit, as this is a professional matter, and is the role of the Headteacher. Therefore, teachers will not be required to provide Governors with lesson plans.

Expectations following a visit

A report should be completed as soon as possible after each visit. A draft will be shared with the headteacher and any other members of staff involved in the visit and, when agreed, a final version will be included in the papers for discussion in the next governing board meeting.

Appendix 24 – Recording/Reporting to the Board

Please use the below links to access the necessary forms needed to complete the appropriate governor monitoring visit report. If you are completing more than 1 type of visit, please ensure you complete all applicable forms.



Governor Monitoring Visits & Meetings

Please use this form if while visiting or meeting a member of staff at school:

[Governor Monitoring Visits & Meetings – Fill in form](#)

Our Headteacher will advise if you need to complete these forms:

Governor Monitoring Visit – Curriculum

Please use this form to record any monitoring visit surrounding curriculum including English, Reading, Writing and Mathematics:

[Governor Monitoring Visit - Curriculum – Fill in form](#)



Governor Monitoring Visit – Statutory Assessments

Please use this form to record any monitoring visits on statutory assessments including EYFS Baseline, Phonics Screener, KS1 SATs, and KS2 SATs:

[Governor Monitoring Visit - Statutory Assessments – Fill in form](#)

Governor Monitoring Visit – Personal Development, Behaviour and Welfare

Please use this form to record any monitoring visits on daily routines including start of the day, playtime, lunchtime, dining and end of day:

[Governor Monitoring Visit - Personal Development, Behaviour and Welfare – Fill in form](#)



Governor Monitoring Visit – Collective Worship

Please use this form to record any collective worship monitoring visits within school:

[Governor Monitoring Visit - Collective Worship – Fill in form](#)

Appendix 25 – Safeguarding Monitoring and Compliance Schedule

Reports on findings to be presented at FGBs and recorded in monitoring visit forms.

Safeguarding Compliance Checklist for Governors

Follow the following link to find the Safeguarding Compliance Checklist for Governors. This can be re-entered by the required person at any point throughout the year if this is filled in periodically:

<https://forms.office.com/e/urjnUytu0L>

Date	Action-
Autumn 1	Go through LCC safeguarding checklist and complete notes field as far as possible.
Autumn 2 [Governor Monitoring Morning]	Meet with Headteacher to clarify checklist (Report back at 2 nd FGB)
Autumn 2 [Governor Monitoring Morning]	Confirm that SCR and Staff Files are up to date (LCC <i>SCR Monitoring Checklist</i> informs) (Report back at 2 nd FGB)
Autumn 2 [Governor Monitoring Morning]	Confirm LCSP Pathway and Safer Recruitment training is upto date (Report back at 2 nd FGB)
Autumn 2 [Governor Monitoring Morning]	Confirm all Staff and Gobs have signed for KCSIE and undertaken safeguarding refresher training. (Report back at 2 nd FGB)
Spring 2 [Governor Monitoring Morning]	Confirm that SCR and Staff Files are up to date (LCC <i>SCR checklist</i> informs) (Report back at 4 th FGB)
Summer 2	Check LCC Safeguarding Assurance Return has been completed and signed off. (Report back at 6 th FGB)

Appendix 26 – Governor Training Guide

Accessing NGA Platform

Visit <https://www.nga.org.uk/> to begin log in.

All governors have NGA accounts. They can sign in using their school email address. If password is forgotten please select “Reset Password” and follow the process sent to your school email address.

Accessing Training Modules

- 1) Visit <https://www.nga.org.uk/training/learning-link/>
- 2) You should then be able to click log in and enter your details or enter your Barrowby email and go through the forgot my password route.
- 3) Then you can click “Training and development” and this will then give you the different training options to browse including “Training for individuals” and “E-Learning” – the modules on the pathway below I believe are all E-Learning.
- 4) If you click into E-Learning then you can click “Browse all modules” and then find the one you wish to complete. You can narrow down how many there are by selecting “maintained school” under the “organisations” filter also.
- 5) Click the e-learning you wish to do and then select “Go to Learning Link”. This is the following link but I’m not sure if this will work without the steps above, but might be worth a try (<https://nga.vc-enable.co.uk/Home>)
- 6) Then select “Learning” and begin to type in the name of the course and select it once it appears and click “Start”
- 7) You can also select the Individual Training and explore what is in there and again report any courses done back to myself or the admin team for us to update the training pathway.