

# King Edwin Primary & Nursery School



## Policy for Link Governors. V.2 Reviewed 01.09.24

It is a requirement of membership of the Governing Body that governors are willing to undertake at least one of the link governor roles.

For link governors to have an effective role in the governance of any school then their work has to have a clear focus and be clearly understandable within the context of the governing body's role and activity within the school.

### Link Governor Posts:

KC	-	Training
PJ	-	Safeguarding
PJ	-	Health & Wellbeing
BC / RDW	-	Curriculum
AF	-	Sports Premium & Pupil Premium
AF	-	Information Governance
RDW	-	Data Assessment
(TBC)	-	Early Years/Foundation
PJ	-	Finance & Human Resources
EF / PJ	-	SEND
PJ	-	Health & Safety
PJ	-	Policy Review
SH	-	ECO & Sustainability

## How will Link Governors know what to do?

It is not expected that these link roles will take up a great deal of time, as this would be unworkable for governors, however this should require at least one monitoring visit to the school each term. A monitoring report should then be raised for discussion as an agenda item at governor meetings.

As governors we do not need to know the ins and outs of daily school life but do need sufficient knowledge to be able to challenge. Link governors will report on their activity to the relevant committee and should be able to advise on any issues arising within the link area. It is essential that Link governors establish a regular dialogue with the lead member of staff and form a good relationship to ensure that each has a clear understanding of their roles.

Link Area	Focus
Training	This governor will take responsibility for working to understand where skill and/or knowledge gaps exist within the board and identify relevant training and/or recruitment requirements to meet any gaps. The school subscribes to Gold membership of the NGA and there is a wealth of knowledge, governor updates and training available. This is in addition to the training available, free of charge to governors, on the Notts CC portal. Use of these sites should be promoted.
Safeguarding	This governor will work with a school's designated safeguarding lead (DSL) teacher who promotes the educational achievement of looked after children. They should request evidence from the DSL that key areas of safeguarding and procedures have been adhered to; ensure gaps in practice and safeguarding are addressed properly; update governors on changes to rules and procedures; and ensure that mandatory reports and audits have been completed.
Health & Wellbeing	This governor must understand the risk and protective factors for good emotional health and wellbeing which schools can influence and practice. They should make themselves aware of the resources that are available to promote the health and wellbeing of all staff and pupils in the school and to challenge the school to support these through policies and the school improvement and development plans. It is important to note that governors are not responsible for directing or advising staff on how this resource should be delivered, but should

inform the Headteacher and CoG in the event that they have any concerns or observations.

## Curriculum

This Governor will ensure that the school fulfils statutory requirements of having Curriculum information displayed on the website and are meeting all national curriculum requirements. They will ensure the school offers a 'broad and balanced' curriculum and understand the decisions the school have made to deliver this, with evidence of impact including how the curriculum is adapted to meet the local context. Understanding the curriculum progression from EYFS through to Year 6 is a key part of this role, as is reviewing any school improvement focus on subjects, monitoring changes to the curriculum and the impact of those changes through school visits and reviewing pupil voice evidence. This Governor will conduct visits with curriculum leaders and discuss staff training; resources; curriculum and timetable arrangements; planning, assessment and recording procedures; adaptations to the curriculum; standards of achievement; challenges and achievements. In addition, this role involves monitoring the school's enrichment programme ensuring that it caters to and offers further opportunities outside of the classroom to all students.

## Sports Premium & Pupil Premium

The role of this governor is to monitor the effect of the funding made available to support sporting activities in school and the additional resources made available for Pupil Premium. They should form an overview of the performance of children eligible for the pupil premium and reviewing the allocation of resources and impact of the pupil premium grant on educational outcomes. They should understand the achievements of the school's pupils in PE and sports and monitor and evaluate the grant and its impact.

## Information Governance

This governor should have a reasonable understanding of the Data Protection Act and General Data Protection Regulations (GDPR) that were introduced in law on 25<sup>th</sup> May 2018. These procedures, together with the rules on confidentiality and maintenance of records are described generically as 'Information Governance'. Our school subscribes to a catalogue Pre-formed documents and procedures that form the mandatory regulations for GDPR practice and how it affects

the school and the governing board. This governor should be aware of what the school is doing as a whole to comply with the law and if the school's processes are robust and effective. They should be able to monitor the ongoing robustness of data protection processes and to report any breaches they note, perceived or actual, to the headteacher and CoG.

#### Data Assessment

The Data Assessment Link governor should review and analyse a broad range of information and data in order to spot trends and patterns. They should coordinate their monitoring visits to correspond with the Data Capture points, seeking the advice of the SBM to determine when these are. They should be able to make sure that the board has a correct understanding of the school's performance. In particular they will want to assess the impact of the new curriculum, when set against objectives and aspirations. Importantly they should be able to identify any significant issues that need to be discussed as a priority at a governing board meeting.

#### Early Years

This Link governor should take a special interest in Early Years Foundation Stage (EYFS), as well as ensuring that EYFS issues remain high on the school's agenda. A key element of this role is ensuring familiarity with national and local EYFS legislation and guidance. This Governor will attend relevant training and take the lead in championing the EYFS; being an advocate for this crucial stage of development of the child. The EYFS Governor participates in the monitoring of the school's arrangements for the EYFS, in liaison with the headteacher and relevant members of staff.

#### Finance & Human Resources

Finance and HR has been combined into one Link governor role. In terms of the school finances, this Link governor will be responsible for liaising with the SBM to determine when a budget review with the LA is to be completed. This will ensure that monitoring is up to date and will allow a current position to be reported to the F&GP or FGB. The governor holding this role will also be a member of the Pay Committee that meets each Autumn term. The HR role requires a close coordination with the HT. All observations and proposed monitoring reports must be shared and discussed with the HT before these are reported to the FGB for further consideration. This role requires careful and confidential liaison with the HT and CoG.

#### SEND

The governor with the role of SEND Link governor will always coordinate their monitoring activity with the SENCO. They must have a clear understanding of the governing board's

responsibility under the special educational needs and disability (SEND) Code of Practice. This involves the monitoring of the SEN and disability provision at KEPS, and the progress of pupils with SEN in order to report back to the governing board. By working closely alongside the school's SENCO to discuss the school's SEN provision, budget and resources this will ensure that the Board are confident that the school is meeting all of its objectives and current practices in the school. This is a constantly changing picture and will require regular contact with the SENCO, with at least one monitoring visit every term.

## Health & Safety

The H&S Link governor has responsibility for monitoring the general health and safety regulations in respect of all staff pupils and visitors. Compliance with H&S regulations is mandatory and it is essential that any shortcoming or concerns are brought to the attention of the HT and CoG immediately they are noted. This Link governor will take responsibility for ensuring the school H&S policy is up to date and is in full compliance with national and LA rules and approved practices. There is a 'Termly H&S Check' which must be completed every term. This is a pre-formatted check-list where observations and comments can be passed directly to the HT prior to reporting to the F&GP committee

## Policy Review

This governor will maintain oversight of the regular reviews of school policies and for liaison with relevant staff to ensure that policies are up-to-date. It will be the responsibility of this governor to table these reviews with the appropriate GB meeting for approval or adoption.

# Governor Visits

## Aims

- To improve governors' knowledge of the ethos of the school and their awareness of the work within the curriculum
- To assist the whole governing body to fulfil its statutory role with regard to monitoring and evaluation
- To improve governor understanding of the needs of the school and the priorities for the school development plan
- To monitor and evaluate the current school improvement plan especially in relation to curricular issues
- To improve governor links with staff, pupils and parents
- To help governors to be better able to support the school community
- To report the needs for resources

## Range of visits

- We expect that all governors will visit at least once each term during the working day
- All new governors are offered an introductory visit soon after their appointment as part of their induction programme
- Governors are welcome to visit the school informally (but with prior notice if the visit happens during the school day).
- Specific invitations are sent for some occasions
- Visits to talk with the head or curriculum coordinator can also be made by appointment
- Governors receive copies of parents' newsletters which contain notice of events and they are most welcome to attend any of these
- Most often, governors will make monitoring visits as part of their monitoring and evaluation role

## Format for visits

- Discuss with staff and agree the aim of the visit, the topics you wish to discuss and arrangements for the proposed meeting in advance of Governor visits
- Report to Reception on arrival and must always wear their Governor badge when on school premises.
- Governors should at all times be aware of the confidentiality of what they see or hear, appreciate that school staff are busy and respect that there are often other competing priorities
- In the unlikely event of governors observing something which gives them cause for concern, they should inform the Headteacher and the Chair of Governors as soon as possible.
- It is important that those governors who are also a parent of a child in our school are able to detach between both of those roles to ensure they are impartial when carrying out their governor responsibilities.

## Reporting back

- Governors should provide a record of their visit to the SDC using the attached form (Appendix B) – copied to the Chair of Governors and the Headteacher
- The committee may, after due consideration, decide that further information or action is required on specific aspects of the school's activity

## What governor visits are not about

- Making judgements about quality of teaching and operational management
- Checking the progress of their own children
- Pursuing personal agendas
- Monopolising teachers' time
- Arriving with inflexible preconceived ideas
- Interrupting, giving ideas or suggestions during teaching time



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## Link Governor Visit Report

<b>Name of Governor</b>	
<b>Date of Visit</b>	
<b>Type of Visit (please highlight)</b>	<input type="checkbox"/> <b>Link governor monitoring visit</b> <input type="checkbox"/> Learning walk <input type="checkbox"/> Book look  <input type="checkbox"/> Parent event <input type="checkbox"/> Student event  <input type="checkbox"/> Data monitoring  <input type="checkbox"/> Other, please describe:
<b>Purpose of Visit/Monitoring</b>  (Specify SDP target visit is related to, KPI or link role being performed if relevant)	Link visit for:
<b>Objectives for the visit</b>  (Specify what you want to achieve from the visit)	
<b>Document, Data and Policies referenced as part of this visit</b>	

Classes/Staff Visited	
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<b>Summary of monitoring activities undertaken</b> e.g. monitoring undertaken, discussions, questions asked, meetings, data reviewed etc
<b>Positive comments</b>
<b>Aspects I would like clarified/questions I have</b>
<b>Evaluation/Impact assessment</b> (Consider the impact or outcome of your visit. This may be, for example, that you are able to verify first-hand the way the school works or progress against a development target or have better understanding of something, or met new members of staff, or represented the GB at an event)



<p><b>Next steps:</b></p> <p>i) Questions/queries/concerns?  <input type="checkbox"/> No                      <input type="checkbox"/> Yes – how have these being raised?</p> <p>ii) Discuss findings and agree evaluation  <input type="checkbox"/> (not a monitoring visit)      <input type="checkbox"/> Required - When and how has this happened?</p> <p>iii) Confirm meeting at which this visit report will be discussed:</p> <p><b>Summer SDC/F&amp;GP/FGB</b></p>
<p><b>Comment from headteacher:</b></p>

Signed. ....

Governor

Signed .....

Headteacher    Date: .....