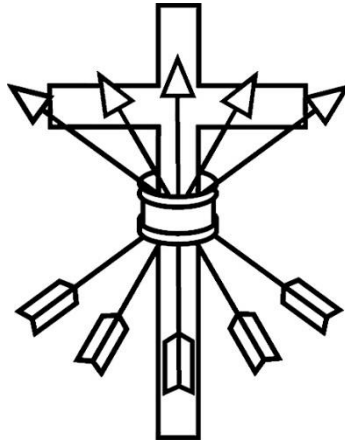


Waddesdon
Church of England School
(An academy trust)



GOVERNING BODY OPERATING FRAMEWORK

Approved by the Governing Body – September 2021
(Committees' Terms of Reference reviewed October 2021 (Admissions – January 2022); Code of
Conduct updated December 2021)
Reviewed annually

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SCHOOL VISION STATEMENT

We believe that the purpose of education is to enable all people to flourish individually and collectively so that they live a life of value. As a community, we strive to achieve these aims, believing genuinely and unequivocally in the capacity and potential of every child.

Our ethos is rooted and grounded in the Christian values of love, compassion, kindness and inclusion which foster dignity and respect for all. Students tell us that they feel safe at Waddesdon School. Self-confidence, self-belief and agency are nurtured through praise, encouragement, acknowledgement of success and celebration of achievement.

Our vibrant and positive culture enables our students to fulfil their potential as self-disciplined, responsible and productive citizens who are proud to claim that they are a part of the Waddesdon tradition, the 'Waddesdon Way'.

Standards and expectations are high and learning is developed through a broad range of engaging and rich educational opportunities. We are a dedicated and motivated staff who enable our students to work hard and achieve highly. However, our school cannot simply be measured by our outstanding outcomes alone; it is also measured by the development and character of our young people.

ACADEMY STATUS

Waddesdon Church of England School became an academy (as a type 2 academy) on 1 September 2011.

All Governors are also directors of the Academy and academy trustees, which means they are trustees of an exempt charity. Governors are registered at Companies House as directors.

The appointed Chair of Governors is also a member of the Academy Trust by virtue of his/her office.

ROLES OF GOVERNING BODY, HEADTEACHER AND CLERK

THE ROLE OF GOVERNING BODY

The governing body has three core strategic functions:

1. **Ensuring clarity of vision, ethos and strategic direction;**
2. **Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff;** and
3. **Overseeing the financial performance of the school and making sure its money is well spent.**

More detail can be found in the latest edition of the Governor's Handbook published by the Department for Education.

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THE ROLE OF THE HEAD

The Head is responsible for the internal organisation, management and control of the school.

The detailed responsibilities of the Head are set down in the School Teachers' Pay and Conditions Document and in the job description.

THE ROLE OF THE CLERK

The Clerk is appointed to:

- Provide effective administrative support to the governing body and its committees.
- Ensure the governing body is properly constituted
- Manage information effectively

The detailed responsibilities can be found in the job description.

STANDING ORDERS

These Standing Orders are designed to establish clear procedures for the operation of the Governing Body. They should be read in conjunction with the Articles of Association.

They cover the following issues:

- Meetings of the Governing Body
- Terms of office for Chair and Vice Chair
- Procedures for the election of Chair and Vice Chair
- Procedures for the operation of Committees
- Observers
- Delegation of powers to the Chair

MEETINGS OF THE GOVERNING BODY

The full Governing Body is required to meet at least three times a year. The Governing Body of Waddesdon School will meet at least once a term (twice in the autumn term) and on additional occasions as required.

TERM OF OFFICE FOR CHAIR AND VICE CHAIR OF GOVERNING BODY

The Chair and Vice Chair will be elected at the first meeting of the academic year. Their term of office as Chair and Vice Chair will be for one year, although they may be re-appointed for successive years. In the event of a vacancy in either post becoming vacant during the year, an appointment will be made for the remainder of that year.

ELECTION OF CHAIR AND VICE CHAIR OF GOVERNING BODY

Nominations for the position of Chair and Vice Chair will usually be sought in advance of the meeting. Nominations must be by another governor on the Governing Body. It will however be possible to take

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additional names at the meeting as well. Governors who are paid to work at the school are not eligible for the office of Chair or Vice Chair.

If the posts are uncontested, a vote will still be required and in order to be appointed the Chair or Vice Chair will need to gain a number of votes in excess of 50% of Governors present. In the event of a contested election, a secret ballot will be held and a simple majority will suffice. In the event of a tie, the vote will be re-run. During the period of any vote, nominee(s) will leave the room.

PROCEDURES FOR THE OPERATION OF COMMITTEES

Each committee will elect its Chair in accordance with its terms of reference. Terms of office for these posts will be for one year, although governors may be appointed for successive terms. Nominations can be sought at the meetings and voting for uncontested nominations will be by a show of hands and a simple majority. In the event of contested nominations, voting will be by ballot with the person gaining the highest number of votes being appointed.

Committees will be clerked by the Clerk to Governors. Membership will be as determined by the Governing Body from time to time and will be reviewed at the first meeting of the Governing Body each academic year. The frequency of meetings and the quorum will be as determined within the terms of reference for each committee.

Non-governors may be invited by a Committee to become a member of that Committee for a specified period, without voting rights. Non-governors will be bound by the Governors' Code of Conduct below.

OBSERVERS

From time to time the Governing Body will agree that the constitution of the Governing Body is augmented by Observers. Observers do not participate in meetings, unless asked to do so and do not have voting rights.

Senior Staff:

The Governing Body can determine that meetings be attended occasionally or on a regular basis by senior members of staff, including the Business Manager and the Deputy Headteacher. Although classified as Observers, they will be able to participate in meetings but will not have voting rights.

Students:

Students may be invited by the Governing Body to attend meetings (usually for specific items of business) as part of a commitment to ensuring there is meaningful dialogue with Governors. Additionally, a member of the Governing Body will attend meetings of the Student Council.

DELEGATION OF EMERGENCY POWERS

The Chair of the Governing Body has authority to make decisions on behalf of the Governing Body if there is insufficient time to convene a quorate meeting of the Full Governing Body.

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If the Chair should be unavailable or incapacitated, the above authority may be exercised by the Vice Chair, Chair of the Curriculum & Student Wellbeing Committee, Chair of the Finance & Property Committee or Chair of the Personnel & Staff Wellbeing Committee (in that order);

Any decision taken in accordance with this authority will be communicated to the Full Governing Body as soon as practicable.

DELEGATION OF POWERS TO THE CHAIR OF GOVERNORS

The following responsibilities will be delegated to the Chair of Governors:

- Approval of INSET days
- Approval of leave of absence as required by the Leave of Absence Policy
- Correspondence on behalf of the Governing Body

DELEGATION OF POWERS TO THE HEADTEACHER RELATING TO APPOINTMENTS AND DISMISSAL

The power of appointment of staff to posts below the senior leadership group are delegated to the Headteacher (recognising his ability in turn to delegate that to his colleagues) whilst retaining Governor involvement in all appointments. This means that a Governor will be one of the members of the panel of staff taking decisions about all staff appointments.

Disciplinary decisions that fall short of dismissal will be delegated to the Headteacher unless he indicates his wish to refer an individual case to a Standing Committee of the Governing Body. Decisions about dismissal will continue to be a decision of the Governing Body through one of its Standing Committees.

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CODE OF CONDUCT

1. THE WADESODON WAY

The Governing Body will ensure that the twin values of 'Dignity' and 'Respect' which are the foundations of the 'Waddesdon Way' are enshrined in everything they do.

Governors must, at all times, act with honesty and integrity and be ready to explain their actions and decisions to staff, pupils, parents and anyone with a legitimate interest in the school.

2. CORPORATE OF NATURE OF GOVERNING BODY

Governors are members of a corporate body, which has a number of important statutory duties to carry out, as well as being the employer of the staff of the school. These duties are reinforced by a range of responsibilities, including the stewardship of public funds.

Individual governors contribute their experience and knowledge through meetings of the Governing Body and any of its committees of which they are members. Governors will need to recognise that they cannot act individually in a matter, as it would be contrary to the corporate responsibilities and/or decisions of the Governing Body. Likewise, in academies, personal liability will not arise if members and trustees carry out their duties acting in good faith.

Governors may come under pressure to act individually because of their Governor role. This may particularly apply to parent or staff governors. It is important to resist such pressure because it undermines the corporate nature of the Governing Body.

3. CONCERNS AND COMPLAINTS

The number of parental concerns and complaints received are very few in number. Notwithstanding this, any Governor becoming aware of such a concern/complaint should arrange to speak to the Head or (if the complaint is about the Head) to the Chair of Governors. Parents bringing concerns/complaints directly to an individual Governor should be advised to contact the Head or Chair (as relevant). The parent should be referred to the formal Complaints Procedure.

4. CODE OF CONDUCT FOR GOVERNORS

All Governors agree to abide by this code of conduct:

We agree to abide by the Seven Nolan Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial

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or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We will focus on our core governance functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
4. ensuring the voices of stakeholders are heard

As individual board members, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will develop, share and live the ethos and values of our school/s.
3. We agree to adhere to school/trust policies and procedures as set out by the relevant governing documents and law.
4. We will work collectively for the benefit of the school/s.
5. We will be candid but constructive and respectful when holding senior leaders to account.
6. We will consider how our decisions may affect the school/s and local community.
7. We will stand by the decisions that we make as a collective.
8. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
9. We will only speak or act on behalf of the board if we have the authority to do so.
10. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
11. When making or responding to complaints we will follow the established procedures.
12. We will strive to uphold the school's / trust's reputation in our private communications (including on social media).
13. We will not discriminate against anyone and will work to advance equality of opportunity for all.

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Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community/communities.
2. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
3. We will work to create an inclusive environment where each board member's contributions are valued equally.
4. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the register of business interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school/trust's website.
5. We will act in the best interests of the school/trust as a whole and not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the school/trust website.

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7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

EMAIL COMMUNICATION

- All minutes, agendas, policies and most other documents are sent by email to Governors unless impractical.
- Governors should use their school email address for all governance matters.
- All documentation will also be available on Governor Teams and GovernorHub.
- All Governors receiving communications by email must ensure they keep their computer access secure
- As a general rule when replying to an individual e.g. Head, Clerk, or Chair it will be the practice not to copy replies to all Governors. Documents for possible circulation to all Governors should be forwarded to the Clerk to Governors for distribution.

TRAINING

The Governing Body recognises that effective training is necessary to provide the Governors with the skills and knowledge required to support the Headteacher and staff in ensuring that the school is run efficiently and achieves its aims and objectives. For this reason, training will be a standing item on the agenda for full Governing Body meetings and at least one whole Governing Body training session will be arranged each year.

It is the responsibility of individual Governors to ensure that they access appropriate training to facilitate the effective undertaking of their duties. This will mainly involve attending any whole Governing Body training sessions and working through appropriate online modules provided. Governors may also have the opportunity to access other training sessions, and where these would involve additional cost, Governors should approach the Chair with details of the session and its cost and expected benefits for agreement that the cost will be borne by the school.

The Governing Body have a suggested approach to induction for new Governors, which is a mixture of NGA online modules, documents which should be read and other suggested activities.

Governors should be prepared to report back to the Governing Body on training they have undertaken, either in writing to all Governors or by a short summary at a full Governing Body meeting, highlighting any learning points they feel should be discussed.

THE ROLE OF THE LINK GOVERNOR

INTRODUCTION

In order to perform their role well, governors are expected to get to know the school, including visiting the school occasionally during school hours and gaining a good understanding of the school's strengths and weaknesses.

This also provides an opportunity to hold departments and staff to account, to gain a better understanding of the school at work and experience the Christian ethos of this Church of England school demonstrated in practice. The Governing Body will then be better placed to demonstrate that they have a clear understanding of the quality of provision for pupils and staff.

At Waddesdon School it has been agreed that to fulfil this function every member of the Governing Body will be linked to a subject area or key aspect of school life (e.g. Science or Special Educational Needs etc.). Whilst it is appreciated that some governors may find it difficult to visit during the school day, the expectation is that all governors should aim to complete one visit each term and have regard to the differing objectives set out below. One of the days will usually be in late September when half a day is set aside for all governors to come into school.

THE LINK ROLE

Governors will be provided with the name of their link member of staff. When first taking on the role, governors are asked to contact the designated member of staff as soon as possible to introduce themselves and arrange their visit.

The purpose of the visits will be to gain some general information about the work of the department and some of the key issues the department is facing. This might relate to changes in staffing, the provision of new resources or equipment, changes to the curriculum and/or examination syllabus, addressing the needs of those with special educational needs within the subject area or those who are gifted and talented, visiting a classroom while in session or raising questions about the documentation seen.

Governors may also want to ask questions about how the subject is taught across the age groups, how class groups are determined, what links the school has with the feeder schools to ensure continuity between the Key Stages and prepare pupils for transition to secondary school, and how staff manage the ways in which some subjects (e.g. ICT) are taught across the curriculum.

Attached in Appendix A is a checklist which will include some of the questions that governors may want to raise over time. It is intended as an aide memoire for governors who may not be familiar with the work of a department – it is not intended to be lengthy, onerous or prescriptive.

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DOCUMENTATION

This link is not meant to place unnecessary pressure on the subject leader and any documents that the governor may ask to see should be documents already in place e.g. the department's SEF and development plan and the report and action plan following the LMT monitoring, evaluation and review exercise. It is expected that the governor will have read these prior to the visit and be familiar with the school's overall development plan and the most recent analysis of exam results.

VISITS PROTOCOL

All governors will have undergone a DBS, allowing them to move around the site unaccompanied. All governors are required to sign both in and out at the school reception and wear a red named lanyard.

Visits must be arranged in advance at a date and time to suit the school and governor, recognising that there may be times of the year when external visitors are not helpful (e.g. during an inspection or when examinations are taking place).

At least one of the visits each year should include an opportunity to visit one or more classes to see the subject being taught to different age groups within the school.

Governors are asked to note the following protocol during visits to classrooms:

- Remember that school is a working institution (*you will need to ensure that your visit does not interrupt pupils' work*).
- You will need to be aware that the presence of additional adults in a classroom will change the dynamics of the group (*although staff will be very happy to welcome you there*).
- Dialogue between governors and staff members is crucial to the success of visits. (*Staff will be happy to talk about their work and to answer your questions about any aspect of their work you do not understand although such dialogue will usually be more appropriate before or after the lesson rather than whilst it is in progress*).
- Check with the class teacher whether or when you will be free to move around the classroom during the lesson and ask questions of pupils.
- Be aware of the importance of ensuring that confidentiality is respected, and maintained, at all times.
- Remember that it can be daunting for staff to have people observing their work - let staff know that you are there to support the school as well as to carry out your monitoring role.

AT THE END OF THE VISIT

The governor should draw up a short report using the model report form and discuss it with the subject leader before forwarding it to the Clerk. The Clerk will then provide an opportunity for the Head to see the completed form before making it available to all governors on Governor Teams.

The Clerk should maintain a list of visits undertaken with the supporting evidence.

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APPENDIX A

Autumn Term:

- Questions about exam results from the summer term so the link governor can be informed about groups who have achieved well and groups who may not have achieved so well (the factual information can be found in the annual analysis document which goes to the Governing Body – so this will be an opportunity to ask questions on the basis of that document and in relation to the subject area being visited).
- Questions about targets set for the previous year and how these were matched, as well as targets being proposed for the following summer.
- Questions about differences in performance between different subject areas and the reasons for this (e.g. was this a subject taken up more by one group than another e.g. boys or girls).
- Questions of clarification on the SEF.
- The subject action plan with information about progress on it.
- The department's judgments about the quality of teaching and learning in the department.

Spring Term:

- Information about the department's tracking system and evidence that pupil progress is being monitored.
- Information about the action being taken by the department to give additional support to pupils who are underachieving or not making the expected progress.
- Outcome of any mock examinations or other tests taken – and how this compares with previous years.
- Any changes to the departmental SEF.
- Progress on the action plan.
- The department's judgments about the quality of teaching and learning in the department.

Summer Term

- Information about the expected exam results and how these are expected to match the targets set.
 - Feedback on the strategies put in place to support pupils not making progress earlier in the year and the impact of these – what worked well and what was working less well.
 - How staff training needs have been identified and met during the year.
 - The department's judgments about the quality of teaching and learning in the department.
 - Anticipated staffing changes for September.
-

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WADDESDON CE SCHOOL

GOVERNOR VISITS SUMMARY REPORT

Name: _____ Category of Governor: _____

Date of Visit: _____

Subject area (s) visited:

If visit included tracking a student – Yes / No _____

How many previous visits have you made to subject areas: _____

Short summary of what was learnt through the visit:

Highlight aspects of the visit which were of particular interest:

Identify any questions which have arisen from the visit - these will be shared during the plenary session

How might you wish to follow up this visit on your next governor visit to school?

Any other observations:

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COMMITTEE STRUCTURE – STANDING COMMITTEES

The following Standing Committees/Panels will be convened as required in accordance with the relevant school policies:

- **Pupil Discipline**
- **Complaints**
- **Staff Dismissal**
- **Staff Dismissal Appeals**
- **Staff Warning Appeals**
- **Staff Pay Appeals**
- **Staff Grievance**

Membership of Standing Committees/Panels

The Standing Committees/ Panels will be convened as necessary by the Clerk and will operate in accordance with the relevant Policy and any toolkit.

Each Standing Committee/Panel will comprise of a minimum of three members. The Chair of Governors, Headteacher and staff governors will not usually be eligible to be members.

Governors will annually appoint members of the Standing Committees/Panels:

- Two governors will be identified as Chairs (only one of which may be a parent of a child at the school)
- Four additional members will be appointed
- The Clerk will be able to seek guidance from the appointed Chair/members as necessary prior to a hearing
- In the event that the required number of members are not available, any Governor may be appointed to a Standing Committee.

Minutes of the meeting will be taken and remain confidential to members, unless there is a right of appeal in which case they will be made available to the parties and the appeal hearing.

Standing Committees/Panels will be clerked by the Clerk to the Governing Body.

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COMMITTEES OF THE GOVERNING BODY

In addition to the Standing Committees the Governing Body will operate the following committees:

- Curriculum & Student Wellbeing Committee
- Personnel & Staff Wellbeing Committee
- Finance & Property Committee
- Admissions Committee

These Committees will usually meet at least once a term and at other times as required and will be clerked by the Clerk to Governors. Membership will be as decided and reviewed by the Governing Body from time to time. The Committees will operate in accordance with the Terms of Reference outlined on the following pages.

The Governing Body may additionally convene working groups to focus on specific issues at the school. They will not be empowered to take decisions.

TERMS OF REFERENCE FOR THE ADMISSIONS COMMITTEE

Membership of this Committee will be as appointed by the full Governing Body, and a quorum for any meeting will be three governors. Minutes will be taken and circulated to the full Governing Body. Any confidential items will be minuted separately and will not be made available for public inspection.

Where there are in-year or late applications to be considered, the Clerk, in consultation with the Chair of this Committee, may request the Committee to decide whether to accept or refuse an application via email as an alternative to convening a meeting; If email is used, an application can be determined by any three Governors, and the Clerk may act on the responses received within a specified time period, provided that at least three Governors have responded and they are unanimous in their decision; in the event that they are not unanimous, the Clerk will convene a meeting to decide the application(s).

The Committee will meet as required to carry out its responsibilities. A Committee Chair will be appointed at the first meeting of the Committee in the academic year, unless already appointed by the Full Governing Body.

Terms of Reference:

1. To consider all applications for admission to the school in accordance with the published admissions criteria previously adopted by the Governing Body. This will include applications for the intake year as well as for places in other years and applications for the sixth form.
2. To take decisions about the order of the waiting list.
3. To review any cases referred back to the Committee by the Clerk, Chair or Headteacher.
4. To provide a member of this Committee to attend appeal hearings as necessary
5. To keep under review the documentation to be provided for parents in connection with the admissions and appeal process.
6. To keep under review the published admissions criteria and make recommendations to the full Governing Body where change is considered desirable, including determining how individual criteria are assessed and whether consultation on admissions is required.
7. The Committee will have careful regard to relevant legislation and to the relevant Codes on Admissions and Appeals in all their deliberations and decisions.

Reviewed January 2022

TERMS OF REFERENCE FOR THE CURRICULUM & STUDENT WELLBEING COMMITTEE

Organisation

Membership of this Committee will be as follows:

- *The Chair of Governors*
- *The Headteacher*
- *The Deputy Headteacher*
- *Safeguarding and Child Protection Governor*
- *Deputy Safeguarding and Child Protection Governor*
- *SEND Governor*
- *Other school governors as may be appointed by the Governing Body*

Other members of the senior leadership team may attend meetings as required, in the capacity of observers and without voting rights.

A quorum for any meeting will be four governors. Minutes will be taken and circulated to the full Governing Body. Any confidential items will be minuted separately and will not be made available for public inspection. The Committee will be clerked by the Clerk to Governors.

The Committee will usually meet once a term, and at other times as required. At the first meeting of the academic year, a Chair will be appointed by the Committee.

Main Purpose of Committee

The main purposes of this committee are to ensure that:

- the attainment and achievement of all pupils at the school is monitored and that the quality of education provided maximises the opportunities of all groups of students.
- the well-being of all students is fully taken into account in all decisions taken by the committee and that provision is in line with the core standards of Dignity and Respect.

Terms of Reference:

1. To review, monitor and evaluate the curriculum offer to ensure that it is in line with national developments and remains balanced and broad, meeting all students' needs.
2. To hold the school to account for the standards of attainment and achievement across the whole student body and the impact and effectiveness of intervention for all, including subgroups.
3. To identify and celebrate pupil achievements.

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4. To ensure that statutory responsibilities with regard to the requirements of children with SEN are fully met, as laid out in the Code of Practice.
5. To review and agree the setting of targets for pupil attainment.
6. To review and agree priorities for improvement, and monitor and evaluate the impact of improvement plans which relate to the committee's area of operation.
7. To oversee arrangements for educational visits, including the appointment of a named coordinator and to receive details of residential and overseas visits by staff and pupils.
8. To ensure that all school activities comply with equal opportunities legislation.
9. To receive termly reports from the designated Safeguarding governor to confirm that Safeguarding procedures are in accordance with the Safeguarding Policy.
10. To develop and review policies identified within the school's policy review programme and in accordance with its delegated powers (e.g. sex education and pupil behaviour/discipline).
11. To monitor and evaluate the effectiveness of leadership and management at all levels, the impact of the quality of teaching on student outcomes.
12. To monitor and evaluate the impact of continuing professional development on improving student outcomes.
13. To consider recommendations from external reviews of the school (e.g. Ofsted, SIAMS or local school improvement advisers), agree actions as a result of reviews and evaluate regularly the implementation of the plan.
14. To monitor the impact of any partnership arrangement in which the school is engaged.
15. To keep under review the school's arrangements for providing careers advice and guidance to students.
16. To monitor, evaluate and review all aspects relating to the pastoral care of students; attendance; fixed term and permanent exclusions; complaints; the risk register relating to the work of this committee.

Reviewed October 2021

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TERMS OF REFERENCE FOR THE PERSONNEL & STAFF WELLBEING COMMITTEE

Membership of this Committee will be as follows:

- *The Chair of Governors*
- *The Headteacher*
- *The Deputy Headteacher*
- *The Business Manager*
- *The Safeguarding and Child Protection Governor*
- *Deputy Safeguarding and Child Protection Governor*
- *Other school governors as may be appointed by the Governing Body*

Other members of the senior leadership team may attend meetings as required, in the capacity of observers and without voting rights.

A quorum for any meeting will be four governors. Minutes will be taken and circulated to the full Governing Body. Any confidential items will be minuted separately and will not be made available for public inspection.

The Committee will usually meet once a term, and at other times as required. At the first meeting of the academic year a Chair will be appointed by the Committee. Meetings will be clerked by the Clerk to the Governing Body.

Main Purposes of the Committee

- To ensure the school is well staffed with appropriately experienced and qualified staff to deliver high quality education and pastoral care for students.
- To ensure that the employer functions (including statutory obligations) are properly fulfilled to provide a good environment in which staff can thrive.
- To promote the well-being of all staff

Terms of Reference:

1. To establish and oversee policies relating to the employment, recruitment, selection, appointment, promotion, review, grievance, discipline, remuneration and terms and conditions of the employment of all staff, including taking steps to ensure staff have a reasonable work life balance. This will include ensuring the government's Workforce Reforms are maintained and also determining the Leave of Absence policy.
2. To ensure that the well-being of all staff is fully taken into account in all decisions taken by the committee.
3. To ensure that staffing procedures (including recruitment procedures) follow current equalities legislation.
4. To establish and oversee a Safer Recruitment Policy which is monitored regularly.

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5. To keep the Staff Code of Conduct regularly reviewed.
6. To receive reports from the designated Safeguarding governor to confirm that Safeguarding training is provided for all staff and governors in accordance with the Safeguarding Policy.
7. To establish, monitor and review the Pay Policy for all categories of Staff.
8. To establish and oversee the operation of the school's Appraisal Policy and performance management policies, including the arrangements and operation of the school's appraisal procedures for the Headteacher.
9. To inform the Governing Body of the implications of any changes in employment legislation affecting the school.
10. To receive, consider and make recommendations to the Governing Body on the overall staffing structure of the school, including the management structure.
11. To receive, consider and respond to issues emerging from any staff consultation which has taken place.
12. To ensure that all aspects of the risk register relating to the work of this committee are regularly reviewed to minimise risk to the school, its staff and students.
13. To ensure that all staff and Governors are aware of the school's Whistleblowing Policy.

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TERMS OF REFERENCE FOR THE FINANCE AND PROPERTY COMMITTEE

Membership of this Committee will be as follows:

- *The Chair of Governors*
- *Health & Safety Governor*
- *Other school governors as may be appointed by the Governing Body including a designated Property Issues Governor*

Members of the senior leadership team may attend meetings as required, in the capacity of Observers.

A quorum for any meeting of this Committee will be four governors. Minutes will be taken and will generally be available for public inspection (with the exception of any confidential items which will be minuted separately). Minutes will be circulated to the full Governing Body.

The Committee will usually meet once a term, and at other times as required. At the first meeting of the Autumn Term a Chair will be appointed by the Committee. Meetings will be clerked by the Clerk to the Governing Body.

Any member can request an extraordinary meeting through the Committee Chair or the Chair of Governors.

A notice of each meeting confirming the venue, time and date together with an agenda of items to be discussed shall be forwarded to each member of the Committee prior to the date of the meeting on a timely manner.

AUTHORITY

The Committee shall have the power to make or commission such inquiries, reports or investigations as it considers necessary in respect of any transactions made or proposed by the Academy, or any of its subsidiaries, in relation to finance and property.

PARTICULARS – AUDIT

In accordance with requirements of the Academy Trust Handbook this Committee will fulfill the role of the Audit Committee

To keep under review and advise the Headteacher and Governing Body of:

- a. All matters relating to External and Internal Audit in accordance with current legislation, regulations and administrative arrangements.

To ensure:

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- b. An external audit is completed in a timely and cost effective manner and any recommendations arising from it are addressed
- c. An internal audit is completed in a timely and cost effective manner and any recommendations arising from it are addressed

PARTICULARS – FINANCE

To keep under review and advise the Headteacher and Governing Body of:

- d. The application of funding in accordance with current legislation, regulations and administrative arrangements.
- e. Financial strategy and policy within available resources including consideration of long term planning and resourcing.
- f. On the preparation of an Annual Budget
- g. The appointment of key financial services including; bankers, payroll, auditors and insurance companies.
- h. The financial limits for salaries, wages and consultancy services within the school's overall budget.

To ensure:

- i. All financial policy statements are regularly reviewed with any recommendations for change made to the Governing Body for approval.
- j. All legal and statutory financial requirements are met.
- k. All income and expenditure is monitored against projections in line with the requirements of the Academy Trust Handbook and a report made to each full Governing Body meeting.
- l. The level of 'day to day' financial delegation to the Headteacher is appropriate with any recommendations for change made to the Governing Body for approval.
- m. The school's standard financial operating procedures are robust with appropriate controls in place.
- n. All recommendations made by auditors are taken into account and acted upon.
- o. That best value is considered across all aspects of the school's organisation with a focus on Challenge, Compete, Consult and Compare to ensure that money is well spent.

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PARTICULARS – PROPERTY

To keep under review and advise the Headteacher and Governing Body of:

- p. The general condition, usage and development of the school's buildings, their fabric and sites along with a rolling plan for maintenance.
- q. The future accommodation needs of the school and (subject to the agreement of the full Governing Body and consultation with architects) make applications for capital bids.
- a. The work of the Health & Safety Governor
- b. All matters relating to Security & Equality of access.
- r. Any matters relating to the setting up of contracts for services as determined by the Governing Body and in accordance with the Financial Procedures agreed.
- s. Any proposals for the acquisition or disposal of buildings, significant assets or sites.
- t. Any proposed changes to letting and charges policies.

To ensure:

- a. Through the Health & Safety Governor that all legal and statutory Health and Safety requirements are met.
- u. Compliance with the Equality Act 2010 and other relevant associated legislation.
- c. Through the Property Governor that the premises and grounds of the school are inspected annually and that the recommendations arising from that inspection are reviewed and incorporated within any maintenance plan.
- v. Monitoring of the planned programme for maintenance and refurbishment.
- w. The use of the school's budget is monitored in relation to property and maintenance.

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DELEGATED ROLES WITHIN THE GOVERNING BODY

In addition to the positions of Chair and Vice Chair, the Governing Body will appoint governors to have oversight of the following areas:

SEN

SAFEGUARDING & CHILD PROTECTION

HEALTH & SAFETY

DATA PROTECTION

EQUALITY & DIVERSITY

PUPIL PREMIUM

LOOKED AFTER/POST LOOKED AFTER CHILDREN

SIAMS

WEBSITE

GOVERNOR TRAINING

PERFORMANCE MANAGEMENT /PAY REVIEW (Their responsibilities will include making recommendations on the pay of the Leadership Group to consider)

SUBJECT LINKS

Some of these posts may be shared by more than one governor.

WADESODN CHURCH OF ENGLAND SCHOOL GOVERNORS' PRAYER

Almighty God,
Who has led and guided your people in times past
be with us today as we meet to do your work.
We look to your son Jesus Christ for his example and
to your Holy Spirit for his inspiration.
We bring the gifts and talents you have given to us that we
may use them to enable the development of the gifts and
talents of the young people in this school.

We ask for your wisdom;
That we may be wise in our decision making.
We ask for your understanding;
That we may be understanding when confronted with difficulties.

We ask for your grace:
That we may be gracious in all our conversations.
May our decisions reflect your love and mercy.

Finally Father, we pray that when we depart
We may go with the gift of your peace.

Amen

