



BRAMLEY SUNNYSIDE INFANT SCHOOL

SCHEME OF DELEGATION

Chair of Governors – Mr T Bentley

Vice Chair – Mrs S Reeder

*3 governors plus Head Teacher required to be present at meetings to be quorate
Chair or Vice Chair, Head or Deputy Head will attend each meeting.*

| | | Full Governing Body | Head Teacher's Performance | Pupil Discipline | Pupil Appeals | Staff Dismissal | Pay Policy Appeals | Leadership Management/ Safeguarding Well Being Committee | Attainment Teaching and Learning Committee |
|-----------------------------|-----|---------------------|----------------------------|------------------|---------------|-----------------|--------------------|--|--|
| MR T BENTLEY | LA1 | √ Chair | √ | | √ | | | √ | |
| | CT2 | | | | | | | | |
| MRS H BUNCLARK | P1 | √ | | √ | | √ | | | √ |
| MRS M GOODLAD | CT4 | √ | | | √ | | | | √ Chair |
| MRS S REEDER | CT1 | √ Vice Chair | √ | | | | √ | √ | |
| MRS E O'BRIEN | CT3 | √ | | | √ | √ | | √ Chair | |
| MISS N PLATTS | P2 | √ | | √ | | √ | √ | √ | |
| MISS K ALEXANDER | P3 | √ | | √ | | | | √ | |
| MRS S ROUTLEDGE | P4 | √ | | | | √ | | | √ |
| | CT4 | | | | | | | | |
| MRS M SMITH | H | √ | | | | | | | |
| MRS D STOTHARD | DH | √ | | | | | | | |
| MRS C DAVIES/MRS J SOMERSET | ST1 | √ | | | | | | | √ |

NOTE: *Staff Dismissal/Appeals panels will be convened as and when appropriate*

Governors with Specific Responsibilities

| Specific Responsibility | Governor | Staff member |
|---|------------------|---|
| Anti bullying | Miss K Alexander | Mrs Mary Smith |
| Assessment | Mrs M Goodlad | Mrs M Smith/Mrs D Stothard |
| Behaviour | Mr T Bentley | Mrs Mary Smith |
| Child Protection /Children in Public Care/Safeguarding (including e-safety) | Mrs S Reeder | Mrs M Smith / Mrs Stothard |
| Foundation | Mrs H Bunclark | Mrs Claire Davies |
| Gender Equality/Diversity | Miss N Platts | Mrs M Smith |
| Health & Safety | TBC | Mrs M Smith/Mr C Mottram (Site Supervisor)/Mrs J Wilson |
| Literacy | TBC | Mrs B Rushton |
| Teaching and Learning | Mrs S Routledge | Mrs D Stothard |
| Numeracy | Mrs S Routledge | Mrs C Goulding |
| Numeracy Intervention | Mrs S Routledge | Mrs J Snow |
| School Council | Mrs S Reeder | Mrs T Ford |
| SEND | Mrs M Goodlad | Mrs Lindsay Mottram |
| Computing | Mr T Bentley | Mrs K French (T & L) Mrs T Rothwell (E-safety) |
| Training Link | Mrs E O'Brien | Mrs M Smith |
| Physical Education | Miss N Platts | Mrs J Somerset |
| Healthy Schools | Miss K Alexander | Mrs J Somerset |
| Pupil Premium | Mrs E O'Brien | Mrs M Smith/Mrs D Stothard |
| PHSE/RE | Mrs H Bunclark | Mrs Jo Gilardoni |
| Parent Charter | Mrs S Reeder | Mrs K Fitzgerald |
| Science | Mrs M Goodlad | Mrs R Hanby |

**CONSTITUTION FOR GOVERNING BODY MEETINGS AND COMMITTEE/GOVERNOR
COMMITMENT FOR ACADEMIC YEAR 2018/19**

| MEETING | CONTENT | ATTENDEES | FREQUENCY | OFSTED LINK |
|--|---|---|---|---|
| Full Governing Body | Head Teacher's Report Budget/financial matters Local Authority directed issues | All Governors | 1 per term <ul style="list-style-type: none"> Autumn 2 Spring 2 Summer 2 | All areas |
| Training Meeting | Part 1: Presentations by school staff on OFSTED KIFA DEP School improvement Part 2: Governor Development Plan – driven by OFSTED KIFA, DEP, Competency framework Review of progress towards objectives and measuring impact | All Governors | 1 per term <ul style="list-style-type: none"> Autumn – formulation of governor action plan Spring 1 Summer 1 | All areas |
| Committee Meetings: | | | | |
| Leadership and Management/Safeguarding, Behaviour and Well Being | Aspects of leadership – all levels Monitoring and evaluation process of whole school Quality of Leadership and subject leadership Curriculum and Core Policies e-Safety Behaviour – incidents of bullying and/or racism Attendance and punctuality Welfare of children and staff | Mrs E O'Brien (Chair) Mrs S Reeder Mr T Bentley Miss K Alexander Miss N Platts (HT or Deputy not in attendance) | 1 per term <ul style="list-style-type: none"> Autumn 1 Spring 1 Summer 1 | Effectiveness of Teaching and Learning Personal development, behaviour and welfare <i>Focus and date of enquiry governor visit to be confirmed at each meeting*</i> |

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|--|---|---|--|---|
| <p>Attainment, Teaching and Learning</p> | <p>Quality of teaching and learning across full school Core curriculum policies British Values and SMSC Attainment and progress including vulnerable groups (PP and SEND) across full school Raise Online</p> | <p>Mrs M Goodlad (Chair) Ms S Routledge Mr G Lancashire Ms H Bunclarke Mrs C Goulding (HT or deputy not in attendance)</p> | <p>1 per term</p> <ul style="list-style-type: none"> • Autumn 2 • Spring 2 • Summer 2 | <p>Quality of Teaching, Learning and Assessment Outcomes for Pupils</p> <p><i>Focus and date of enquiry governor visit to be confirmed at each meeting*</i></p> |
|--|---|---|--|---|

***NOTE:** *Enquiry visit confirmed at Autumn committee meeting to be presented at Spring Term full governing body*

Enquiry visit confirmed at Spring committee meeting to be presented at Summer Term full governing body

Enquiry visit confirmed at Summer committee meeting to be presented at Autumn Term full governing body

MINIMUM COMMITMENT FROM GOVERNORS:

Attendance:

- Attendance at termly full governing body meetings
- Attendance at termly training meeting
- Attendance at respective termly committee meetings

Actions:

- Take part in termly Governor focus weeks, complete appropriate reports and e -mail to clerk
- Attend RoSIS training or complete on line training – at least 2 per academic year (more if areas are needed re: skills audit)
- Complete a CPD log after each training session and email to clerk

Leadership and Management Committee/Safeguarding Behaviour and Well Being Committee

TERMS OF REFERENCE

| | |
|----------------------------------|----------------------|
| Date of initial approval: | February 2018 |
| Amended: | November 2018 |

| <u>Revision History</u> | | |
|-------------------------|---|----------------------|
| <u>Version</u> | <u>Reason for issue</u> | <u>Approval date</u> |
| 1.0 | New Committee | 20.02.18 |
| 2.0 | Up-dated | 13.11.18 |
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| | Signed by Chair of School Governing Body | |

Purpose:

The Effectiveness of Leadership and Management Committee (LM/SWB) was established as a multi-purpose committee to proactively develop items listed under the heading of the Effectiveness of Leadership and Management and Safeguarding, Behaviour and Well Being within the Ofsted framework and to sustain the aims and ethos in the school and seek opportunities to continually improve.

Membership

The following members of the governing body are deemed to be members of the LM/SWB and the group may draw from any of the members to form appropriate working parties to undertake specific activities as decided with fully delegated authority from the LM/SWB

Chair of the committee: Mrs E O'Brien

Vice Chair: Mrs S Reeder

Frequency of meetings:

A minimum of one formal meeting will be held per term although working parties may meet formally or collaborate using online tools on a more frequent basis.

Quorum:

A minimum of three members

Working parties may be formed with less members at the agreement of the Committee.

Terms of Reference:

- demonstrate an ambitious vision, have high expectations for what all children and learners can achieve and ensure high standards of provision and care for children and learners
 - improve staff practice and teaching, learning and assessment through rigorous performance management and appropriate professional development
 - evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement
 - provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community
 - successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment
 - actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners
 - actively promote British values¹
 - make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.
 - To ensure pupils have pride in achievement and commitment to learning, supported by a positive culture across the whole provider
 - To ensure pupils have self-confidence, self-awareness and understanding of how to be a successful learner
 - To ensure pupils know choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance
 - To ensure, where relevant, that pupils have employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training
 - To ensure that pupils have prompt and regular attendance
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- To ensure that pupils follow any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others
- To ensure pupils have an understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- To ensure pupils have knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- To ensure pupils' personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

To ensure the following points, relating to skills and effective behaviour, included in the Competency Framework are covered by the Committee:-

- ➔ thinks strategically and contributes to the development of the organisation's strategy
- ➔ can articulate the organisation's strategic priorities (and where appropriate, charitable objects) and explain how these inform goals
- ➔ can put in place plans for monitoring progress towards strategic goals supports strategic change having challenged as appropriate so that change is in the best interests of children, young people and the organisation (and aligned with charitable objects, where appropriate) is able to champion the reasons for, and benefits of, change to all stakeholders
- ➔ can set and agree the distinctive characteristics and culture of the organisation
- ➔ acts in a way that exemplifies and reinforces the organisation's culture, values and ethos
- ➔ ensures that policy and practice align with the organisation's culture, values and ethos
- ➔ identifies viable options and those most likely to achieve the organisation's goals and objectives
- ➔ puts aside vested or personal interests to make decisions that are in the best interests of all pupils/students
- ➔ acts with honesty, frankness and objectivity taking decisions impartially, fairly and on merit using the best evidence and without discrimination or bias
- ➔ brings integrity, and considers a range of perspectives and diverse ways of thinking to challenge the status quo, reject assumptions and take nothing for granted
- ➔ identifies when to seek the advice of an independent clerk/governance professional for guidance on statutory and legal responsibilities and ethical aspects of the board's decision-making
- ➔ abides by the principle of collective-decision making and stands by the decisions of the board, even where their own view differs
- ➔ encourages transparency in decision making and is willingly answerable to, and open to challenge from, those with an interest in decisions made
- ➔ is proactive in consulting, and responding to, the views of a wide group of stakeholders when planning and making decisions anticipates, prepare for and welcome stakeholder questions and ensures that these are answered in a relevant, appropriate and timely manner
- ➔ works in partnership with outside bodies where this will contribute to achieving the goals of the organisation
- ➔ uses clear language and messaging to communicate to parents and carers, pupils/students, staff and the local community
- ➔ is credible, open, honest and appropriate when communicating with stakeholders and partners including clear and timely feedback on how their views have been taken into account
- ➔ considers the impact of the board's decisions and the effect they will have on the key stakeholder groups and especially parents and carers and the local community
- ➔ acts as an ambassador for the organisation
- ➔ supports and challenges leaders to raise aspiration and community cohesion both within the wider community and with local employers
- ➔ is able to identify and prioritise the organisational and key risks, their impact and appropriate countermeasures, contingencies and risk owners
- ➔ ensures risk management and internal control systems are robust enough to enable the organisation to deliver its strategy in the short- and long-term
- ➔ advises on how risks should be managed or mitigated to reduce the likelihood or impact of the risk and on how to achieve the right balance of risk
- ➔ ensures the risk management and internal control systems are monitored and reviewed and appropriate actions are taken
- ➔ ensures that the staffing and leadership structures are fit for purpose takes full responsibility for maintaining, updating and implementing a robust and considered pay policy

- ➔ feels confident in approving and applying the system for performance management of executive leaders
 - ➔ identifies and considers the budgetary implication of pay decisions and considers these in the context of the spending plan
 - ➔ pays due regard to ensuring that leaders and teachers are able to have a satisfactory work life balance
 - ➔ ensures appropriate structures, processes and professional development are in place to support the demands of internal and external scrutiny
 - ➔ values the ownership that parents and carers and other stakeholders feel about 'their school' and ensures that the board makes itself accessible and answerable to them
 - ➔ uses an understanding of relevant data and information to present verbal and written responses to external scrutiny (e.g. inspectors/RSCs/EFA)
 - ➔ has a basic understanding of financial management in order to ensure the integrity of financial information received by the board and to establish robust financial controls
 - ➔ declares and manages conflicts of interest
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- ➔ questions leaders on how the in-school assessment system in use effectively supports the attainment and progress of all pupils, including those with a Special Educational Need or Disability (SEND)
 - ➔ the requirements relating to the education of children with Special Educational Needs and Disabilities (SEND)
 - ➔ the requirements relating to the safeguarding of children in education including the Prevent duty
 - ➔ the duties and responsibilities in relation to health and safety in education the relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints
 - ➔ the role of behaviour in maintaining a safe environment and promoting learning skills and effective behaviours
 - ➔ information about attendance and exclusions in the school, local area and nationally

The governing body fulfil its responsibilities for ensuring the [national curriculum](#) is being delivered in school, at full governing body meetings by regularly inviting staff members to deliver a presentation on a specific curriculum area and by linking governors to specific curriculum areas, who then report to the governing body the outcomes of any visits they have undertaken.

¹ For a definition of these values, see the Prevent Strategy; www.gov.uk/government/publications/prevent-strategy-2011.

Note: A list of areas covered by this Committee is itemised in the document Constitution of Committees and Governor Commitment – Oct 17

Attainment, Teaching, Learning Committee

TERMS OF REFERENCE

| | |
|----------------------------------|----------------------|
| Date of initial approval: | February 2018 |
| Amended: | December 2019 |

| <u>Revision History</u> | | |
|-------------------------|---|----------------------|
| <u>Version</u> | <u>Reason for issue</u> | <u>Approval date</u> |
| 1.0 | New Committee | February 2018 |
| | Resubmitted for approval | December 2018 |
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| | Signed by Chair of School Governing Body | |

Purpose:

The Attainment, Teaching and Learning Committee (ATL) was established as a Committee to proactively develop items listed under the heading of the Quality of Teaching, Learning and Assessment within the Ofsted framework and to sustain the aims and ethos in the school and seek opportunities to continually improve.

Membership:

Specific members of the governing body are deemed to be members of the ATL Committee and the group may draw from any of the members to form appropriate working parties to undertake specific activities as decided with fully delegated authority from the ATL. Members of the Committee are listed in the Bramley Sunnyside Constitution and Commitment of Governors Oct 17 document.

Chair of the committee: Mrs M Goodlad

Vice Chair: TBA

Frequency of meetings:

A minimum of one formal meeting will be held per term although working parties may meet formally or collaborate using online tools on a more frequent basis.

Quorum:

A minimum of three members

Working parties may be formed with less members at the agreement of the Committee.

Terms of Reference:

- To ensure teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged
- To ensure teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners
- To ensure assessment information is gathered from looking at what children and learners already know, understand and can do and is informed by their parents/previous providers as appropriate
- To ensure assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well
- To ensure except in the case of the very young, children and learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this
- To ensure engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
- To ensure equality of opportunity and recognition of diversity are promoted through teaching and learning
- To ensure where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning.

To ensure the following points listed in the Competency Framework are covered by the Committee:-

- the importance and impact of high-quality teaching to improving outcomes and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment
- the importance of a broad and balanced curriculum
- the rationale for the chosen curriculum and how this both promotes the ethos of the organisation and meets the needs of the pupils/students
- the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking • the relevant statutory testing and assessment regime
- the purposes and principles of assessment outlined in the final report of the Commission on Assessment Without Levels.
- the rationale behind the assessment system being used to monitor and measure pupil progress in the organisation • the key principles, drivers and cycle of school improvement
- establishes clear expectations for executive leaders in relation to the process of educational improvement and intended outcomes
- defines the range and format of information and data they need in order to hold executive leaders to account
- seeks evidence from executive leaders to demonstrate the appropriateness and potential impact of proposed improvement initiatives
- the DfE performance tables and school comparison tool
- the evidence base that data is derived from e.g. pupil attainment and progress data and how it is collected, quality assured and monitored across the organisation
- the context of the school and in relation to other schools
- the importance of triangulating information about pupil progress and attainment with other evidence including information from, executive leaders (e.g. lesson observations, work scrutiny and learning walks), stakeholders including parents, pupils, staff) and external information (benchmarks, peer reviews, external experts)
- how staff are recruited to the organisation and how this compares to good recruitment and retention practice how staff performance management is used throughout the organisation in line with strategic goals and priorities and how this links to the criteria for staff pay progression, objective setting and development planning
- Analyse school performance (ASP) for school and pupil data

The governing body fulfil its responsibilities for ensuring the [national curriculum](#) is being delivered in school, at full governing body meetings by regularly inviting staff members to deliver a presentation on a specific curriculum area and by linking governors to specific curriculum areas, who then report to the governing body the outcomes of any visits they have undertaken.

Note: A list of areas covered by this Committee is itemised in the Schedule of Meetings 2016/17 document