



**NEWHAM
COMMUNITY
LEARNING**

Local Schools | Global Vision

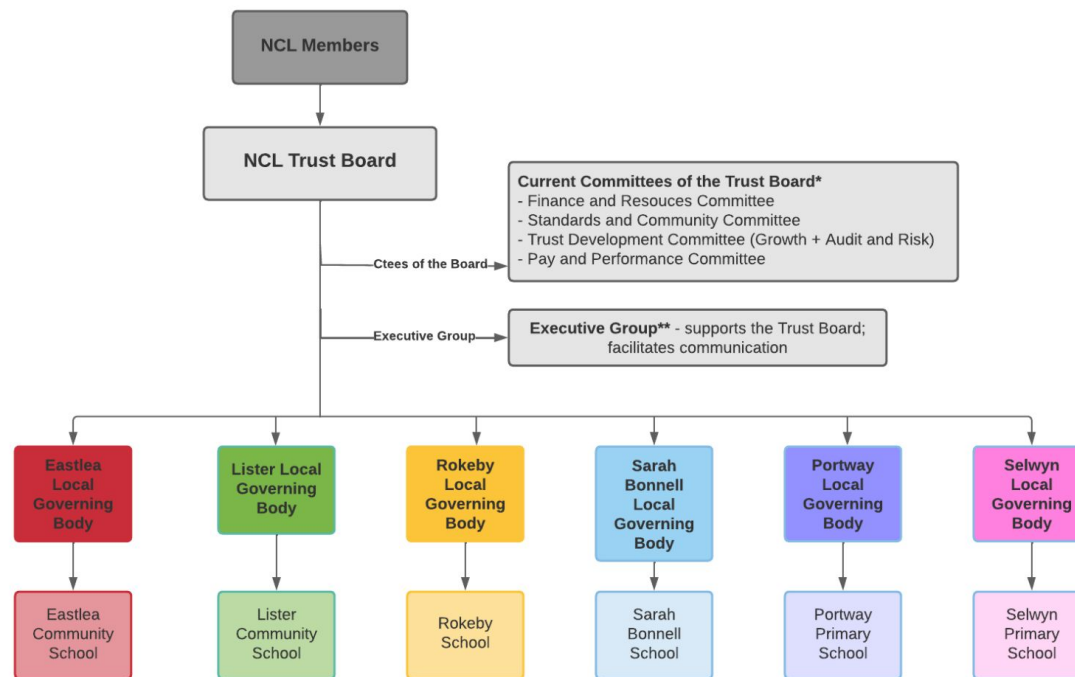
Being a governor at a Newham Community Learning School

May 2024



Local Governing Bodies at Newham Community Learning

Newham Community Learning governance structure



* The Trust Board may establish any other committee: the constitution, membership and proceedings of which shall be determined by the Trustees. All committees have a Terms of Reference provide further detail, and which form part of the Scheme of Delegation.

** The Executive Group provides a mechanism for developing the partnership between all schools and for the discussion and implementation of the Trust's strategy. It is chaired by the CEO and includes all Headteachers. The Terms of Reference provides further detail.

[NCLTrust.net](https://www.ncltrust.net)

Why is effective governance necessary and what does it look like in practice?

- Vital for ensuring that schools operate efficiently, providing quality education for all students to achieve their potential.
- Key to promoting the well-being of students, teachers, and the broader community.

Local Governing Bodies at Newham Community Learning

Our Local Governing Bodies - overview of collective role

- At the local school level, sets the overall vision, ethos and strategic direction of the school.
- Drives school improvement at their school - using the School Development Plan and the School Evaluation Plan.
- Using the Headteacher's Report, analyses pupil and staff data to help inform an understanding of how the school is performing. Supported by School Visits and Link Governor Visits.
- Being part of the local community that the school serves - supporting the work of the school leadership team to ensure that it is the school of choice for local families.
- Approval (as a 'first review') of the school's budget (which is then approved by the Trust Board).

NCL - core governor responsibilities

Setting the strategic direction

Governing bodies are the key strategic decision makers in every school. Along with the Headteacher, it is the job of a governing body to set the school's aims and objectives around how the school will develop and improve. They set policies, formulate plans and agree targets to help the school achieve these objectives, as well as regularly reviewing their strategic framework in light of that progress.

Creating robust accountability

The governing body is there to support and challenge the school's senior leadership team. Governors play a crucial role in holding the Headteacher to account for securing the best possible outcomes for pupils. By challenging key decisions and asking pertinent questions about the school's performance data, governors aim to guarantee high standards in education.

Ensuring financial probity

Governing bodies have a strategic role in the financial management of schools. Their key responsibilities include, setting financial priorities through the school development plan, the 3 year financial plan and the annual budget. They also decide on how the school's delegated budget should be spent in accordance with the school improvement plan and statutory curriculum requirement - including acting as the 'first level approvers' for the budget.

Local Governing Bodies at Newham Community Learning

Specific responsibilities

- Provide robust challenge and positive support to the Headteacher and SLT;
- Monitor school performance for pupil outcomes, attendance and behaviour;
- Monitor effectiveness of the curriculum, taking note of the Ofsted framework (see Annex A to this document);
- Monitor progress against the School Improvement Plan;
- Monitor the safeguarding, wellbeing and health and safety of the students;
- Monitor the effectiveness of the school's SEND or Special Educational Needs provision;
- Monitor the deployment and impact of the the Pupil Premium and Sports Premium (the latter applicable to primaries only);
- Monitor the implementation of Trust and school level policies;
- Establish and maintain relationships with the local community, including parents; and
- When requested, and as per the Trust policies applicable in these areas, sit on panels to review exclusions and complaints. Governors may also be requested to sit on panels reviewing staff appeals as per the relevant Trust policies.

Your commitment - what we expect

Terms of office

Governor appointments are for a term of four years. Should individual circumstances change, governors are able to resign their roles. Any notice that can be given is very helpful.

Liability

Governors are not **individually** liable. Liability is collective and held by the governing body as a whole. The Trust has the necessary safeguards in place - ie. is part of the DfE's Risk Protection Arrangements.

Time requested per month

Governors are expected to attend all full governing body meetings - 3 at the Trust's primary schools, plus 3 day time School Visit Days - and 6 at the Trust's secondary schools. The preparation, participation and travel for these meetings, and training, will comprise 4-5 hours a month for 8 months of the year, mainly in the evenings.

Other involvement such as ad hoc panels and learning walks are not compulsory to attend, but we would strongly recommend you attend as many as possible to maximise your impact as a school governor.

Termly overview - with thanks to Governors for Schools - Autumn Term



Termly overview - with thanks to Governors for Schools - Spring Term

Data Drop Review of Pupil Progress



Budget Setting and Approval

Financial Resources and Personnel Review



Submit the schools financial value standard (SFVS)

Review audits and feedback from external advisers



School visits planned against the school improvement plan and to gather pupil feedback

Termly overview - with thanks to Governors for Schools - Summer Term



Other duties - with thanks to Governors for Schools

Parental
Complaints



Exclusion
Panels



Safeguarding
Issues



Staffing /
Personnel Issues



Overall effectiveness and the following four key judgements (plus early years provision where a school has this):

<p><u>The quality of education</u></p> <p>Intent</p> <ul style="list-style-type: none"> • Curriculum design, coverage and appropriateness <p>Implementation</p> <ul style="list-style-type: none"> • Curriculum delivery • Teaching (pedagogy) • Assessment (formative and summative) <p>Impact</p> <ul style="list-style-type: none"> • Attainment and progress • Reading • Destinations 	<p><u>Personal Development</u></p> <ul style="list-style-type: none"> • Spiritual, moral, social and cultural development • Fundamental British values • Relationships, sex & health education • Careers guidance (secondary schools) • Approach to harmful sexual behaviours • Healthy living (including wellbeing) • Citizenship • Equality and diversity • Preparation for the next stage of education/life
<p><u>Behaviour and Attitudes</u></p> <ul style="list-style-type: none"> • Attitudes to learning • Behaviour • Suspensions and exclusions • Harmful sexual behaviours • Bullying • Attendance 	<p><u>Leadership and management</u></p> <ul style="list-style-type: none"> • Vision and ethos • Staff development • Staff workload and wellbeing • Approach to inclusion & off-rolling • Governance • Safeguarding • Use of pupil premium and catch-up funding
<p><u>Early Years Provision</u></p> <ul style="list-style-type: none"> • Curriculum and extent to which curriculum and care practices meet the needs of the range of children who attend, particularly any children with SEND • Pupil progress, learning and development • Personal, social and emotional development 	

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Annex A - areas inspected by
Ofsted - overview for
governors

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Governance Administration

- Please refer to the governance area of the Trust Website, which contains the following pages:
 - [Structures and oversight](#)
 - [Funding and scheme of delegation](#)
 - [Policies](#)
 - [Governor information and login](#) [includes calendar of meetings]
- Please contact the Head's PA at your school, or Joy Parker (Central Team Support) on joy.parker@ncltrust.net for support.
- Some material has been shared by [The Mead Educational Trust](#) - which is hereby acknowledged and thanked