Link Governor Toolkit

FORMING LIVES READY
TO FACE THE FUTURE

Contents

INTRODUCTION

"Governors should be ambitious for all children and young people and infused with passion for education and a commitment to continuous school improvement that enables the best possible outcomes. Governance must be grounded in reality as defined by both high-quality objective data and a full understanding of the views and needs of pupils, staff, parents, carers and local communities"

Key Features of Effective Governance - Governors Handbook, DfE Guidance October 2020

Knowing the school well, its strengths and weaknesses, is a key element of effective governance and informs the quality of the professional challenge and support for school leaders. In order to serve this purpose, the local governor role at NPCAT is carried out within a link governance system. Each local governing body nominates link governors in the following areas:

- Quality of Education including SEND, Curriculum, EYFS
- Leadership and Management including Pupil Premium, Sports Premium, Safeguarding
- Behaviour and Attitudes including exclusions and attendance
- Personal Development including Secondary Careers
- Catholic Life and Catholic Standards
- Sixth Form

Aim of the Link Governor Programme

The link governor programme guides governors to continually assess the effectiveness of each key area, enabling local governing bodies to fulfil their remit with confidence. This document provides clarity for all governors on their roles under the trust link governance structure.

In order to ensure local governors are effective in their support for the school, are able to collate and triangulate information from a variety of sources and to provide professional challenge to school leaders on behalf of the Board, the link governor process has been designed to share the monitoring work across all the members of the local governing body. This enables them to work effectively as a team covering more areas of the life of the school and thus having a greater impact on the quality of the learning experience for each child.

The role of a Link Governor

- Link governors are identified by the local governing body to focus their monitoring role in relation to a specific area of school life. In some link areas the role may be shared between two governors.

- A programme of visits (at least one each term) the timing of which is agreed with the headteacher.

- Visits take place and evidence is gathered as per the visit protocol and using the Trust issued visit proforma.

- The link governor compiles a report on their visit, with a clear record of the evidence they have seen and recorded on the visit proforma and any remarks or conclusions that they have drawn. Included within the report are further challenge questions, which are to be addressed to the school's senior leaders. These will be followed up at LGB meetings.

- Link governor visit reports are an essential part of the papers for the local governing body meetings where the challenge questions are addressed. These are standing items on the agenda.

- Link governors are also expected to review any other documents and reports, from either internal or external sources, to ensure everything within their link governor area has been taken into consideration, and where appropriate addressed by the local governing body at their meetings.

- Link governors do not work in isolation, but form part of the monitoring role of the whole governing body.

- Link Governors must reference ongoing dialogue with their relevant Trust Link Officer as set out by the Trust in its Link Governance Framework Overview.

Quality of Education

including SEND
Curriculum
EYFS

Quality of Education

Areas of focus for Quality of Education

Areas of focus for link governance will be arranged on an annual basis in conjunction with the headteacher and based on the developmental needs identified within any of the following documents:

- School Development Plan
- School Self-Evaluation Form
- Catholic Self-Evaluation Document
- Ofsted Inspection Report
- Catholic Inspection Report
- Trust Standards Officer Quality Assurance Report
- Trust Strategic Plan

It is important that a focus is established for each visit to the school, these should be linked to curriculum/teaching and learning priorities within the School Development Plan (SDP). The visit should include meetings with senior leadership/subject leaders. If the school curriculum/teaching and learning is not identified within the SDP (no specific topics or themes), then the link governor should work with the leadership of the school to decide on the focus for the visit based on the school action plans or the curriculum map.

The duties and responsibilities of the Link Governor for Quality of Education

The governing body should have a firm understanding about the quality of education that the school provides, including for the most disadvantaged pupils, the most able and pupils with SEND. The school curriculum is the substance of what is taught with a specific plan of what pupils need to know in total and in each subject. Teaching and Learning looks at how the teaching of the curriculum is executed in the school.

It is the responsibility of the link governor for Quality of Education to report on subject/curriculum delivery, the impact of interventions, use of resources, attainment and progress and to understand what aspects of teaching and learning look like in practice.

The Link Governor for Quality of Education (Intent, Implementation and Impact) should:

- Understand how the school has planned and identified the sets of knowledge and skills required at each stage of the curriculum (**Intent**).

- Understand the way that the curriculum is developed or adopted by the school and how it is taught and assessed in order to support the pupils to build their knowledge and skills (**Implementation**).

- Consider the outcomes that pupils achieve (**Impact**).

CURRICULUM

1 - Curriculum Intent

It is the responsibility of the link governor for quality of education to meet with the headteacher and/or school leaders in order to have an understanding of the following:

- The extent to which leaders can clearly articulate the top level view of the curriculum and how that matches the schools vision and values. Leaders will have high aspiration and ambition for all pupils.

- How leaders have ensured the curriculum offer is broad, balanced and ambitious and is designed / adapted to give all pupils, particularly disadvantaged and SEND, the knowledge, skills and cultural capital they need to succeed. The curriculum is not narrowed or reduced for disadvantaged pupils or those with SEND.

- How the school leaders have ensured that the national curriculum or similar breadth and depth has been covered in all subjects.

- How leaders have ensured that the schools curriculum is sequenced to enable pupils to build their knowledge and skills progressively towards agreed end points. The curriculum is designed to help pupils know more and remember more, and build on knowledge and understanding from previous learning.

- The extent to which leaders are aware and are working towards the government's ambition for the Ebacc. This is reflected in option uptake with a higher number of pupils studying a language (*Secondary only).*

- How leaders have ensured reading is prioritised and there is a rigorous approach to the teaching of reading across school.

2 - Curriculum Implementation

It is the responsibility of the link governor for quality of education to meet with the headteacher and/or school leaders in order to have an understanding of the following:

- How leaders assess whether pupils know more and remember more. The extent to which assessment is used accurately and how formative assessment such as recall,questioning and low stakes quizzing is used alongside summative assessment.

- How internal and external moderation takes place to ensure teachers' assessments are accurate.

- How teaching materials and resources support curriculum intent and support teachers workload.

- How leaders have ensured that all teachers are using SEND pupil passports to support learning where appropriate.

- How the school is helping children take responsibility for their own learning.

- How children are supported who are not on track with the curriculum.

- How teaching and learning is monitored and evaluated through a quality assurance cycle focusing on work review, pupil voice and lesson visits.

- The extent to which subject leaders have responsibility to improve the teaching in their area.

- The consistency of teaching across the school including the areas of the school - subjects, year groups or key stages that senior leaders are concerned about teaching.

- The systems in place within the school to support inexperienced, non-specialist, struggling teachers and how the effectiveness of these are monitored. To what extent are there opportunities provided to share good practice?

- The number of teachers teaching outside their specialist subject area, the reasons for this and how the school is addressing their individual needs to develop subject knowledge.

- The process that the school has in place for the identification of poor teacher performance, the support that is provided and how the effectiveness of the support is measured and monitored.

- How the CPD programme is addressing school improvement priorities and the issues which have been identified by senior leaders in classroom practice.

- The provision that is made for teaching staff and teaching assistants to develop subject knowledge.

- The tracking systems that are in place to monitor pupil progress and attainment.

- The extent to which leaders have ensured that challenging targets for the appraisal process are set in line with objectives for the school stated in the school improvement programme and performance against the targets are evaluated.

- How leaders identify pupils requiring support with reading and how they identify pupils' primary need.

- The interventions that are put into place to support reading and how the impact and effectiveness of this intervention is evidenced.

- How leaders have ensured there are opportunities for pupils to develop their reading and literacy in the subject, focusing on teaching of explicit vocabulary, reading aloud and opportunities for extended writing.

- How the school communicates and reports to parents regarding pupil progress.

3 - Curriculum Impact

It is the responsibility of the link governor for quality of education to understand and challenge senior leaders in the following areas:

- The extent to which development of detailed knowledge and skills across the curriculum for all pupils, results in pupils achieving well.

- The outcomes of national tests and examinations/ qualifications obtained and if they demonstrate good progress in line with national averages or starting points, especially for disadvantaged pupils or pupils with SEND.

- The current pupil progress / attainment data for each year group / key stage and a breakdown of sub groups for example girls compared with boys, disadvantaged pupils compared to non-dis disadvantaged, high attaining children compared with lower attaining children.

- The quality of work that pupils produce in their books and if this reflects the planned curriculum.

- The extent to which pupil voice demonstrates that pupils can articulate their learning and are ready for their next stage in their learning.

- The breadth, frequency, fluency and comprehension of pupils' reading, and whether it is appropriate to pupils' age.

- The extent to which leaders have ensured there is a schedule of pupil progress meetings with senior staff and governors to analyse the data.

- The programme of interventions that are in place to support pupils who are not making progress.

Suggested Reading

- Ofsted School Inspection Handbook
- Ofsted - Inspecting the curriculum - GOV.UK
- DfE Guidance - "National Curriculum in England: Key Stages 1 to 4" - Dec 2014
- DfE Guidance - "National Curriculum in England: Framework Document" - 2014
- DfE Guidance Primary - "The National Curriculum in England: Key Stages 1 and 2 Framework Document" - 2014
- DfE Guidance Secondary - "The National Curriculum in England: Key Stages 3 and 4 Framework Document" - December 2014

Special Educational Needs and Disabilities (SEND) Provision

Areas of focus for SEND Provision

Areas of focus for link governance will be arranged on an annual basis in conjunction with the headteacher and based on the developmental needs identified within any of the following documents:

- School Development Plan
- Governing Body Improvement Plan
- School Self-Evaluation Form
- Diocesan Self-Evaluation Form
- Ofsted Inspection Report
- Diocesan Inspection Report
- Trust Standards Officer Quality Assurance Report
- Trust Strategic Plan

The duties and responsibilities of the Link Governor for SEND Provision

The governing body is responsible for the strategic direction of the school, including the delivery of the curriculum, raising standards and setting targets. Monitoring the school's SEND provision and raising standards for pupils with SEND is also part of this responsibility.

The 'SEND code of practice: 0 to 25 years' 2015 states that the governing body must ensure that there is a designated governor identified to maintain oversight of SEND provision.

The SEND governor should develop and maintain an awareness of SEND provision in the school on behalf of the governing body, ensure that the school maintains a focus on inclusive practice, as well as identify and seek to remove any barriers to learning.

The governor responsible for SEND provision acts as the link between the governing body, headteacher and SENDCO, reporting back to the governing body on monitoring and compliance within the 'SEND code of practice: 0 to 25 years' agreed areas.

1 - General

- Maintain an awareness and understanding of the 'SEND code of practice: 0 to 25 years' and the Children and Families Act 2014. Governors should read Chapter 6 of the SEND code of practice for more information.

- Maintain an up-to-date knowledge of local and national developments in SEND provision.

- Ensure that the school's SEND action plan is linked to the SDP.

- Ensure that the school has designated the role of SENDCO to a qualified teacher.

- Ensure that the SENDCO achieves the National Award in Special Educational Needs Coordination within three years of appointment.

- Be certain that the SENDCO ensures that all staff clearly understand their duties and responsibilities to pupils with SEND, including their mental health needs.

- Ensure that SEND provision is linked to the SDP.

- Make certain the governing body ratifies the school's SEND information report on an annual basis.

- Keep up-to-date with the NPCAT SEND Policy and how this is evaluated.

- Keep up-to-date with associated policies and ensure reviews take place as per the review schedule.

- Ensure that all school policies are consistent with the aims of the NPCAT SEND Policy in both theory and practice.

- Ensure the school's Behaviour Policy includes provision for pupils with SEND and supports them to successfully meet the school's behaviour expectations.

- Ensure the school and governing body are compliant with their responsibilities under the Equality Act 2010.

- Understand how the school ensures staff are alerted to mental health issues potentially underpinning pupil behaviour and that some mental health issues will meet the definition of a disability.

- Support governors who sit on governor exclusion panels to be adequately trained and confident to question whether the proposed exclusion of pupils with SEND is as a last resort and that underlying causes of disruptive behaviour have been explored fully and a resolution sought.

- Ensure sufficient and appropriate resources are available for the implementation of the NPCAT SEND Policy and monitor the use of those resources in partnership with other governors.

- Liaise with the headteacher to ensure resources are used appropriately and that there is secure, safe access for all pupils within all areas of school.

- Ensure that the school publishes clear details about the admissions arrangements for pupils with SEND.

- Ensure that the NPCAT SEND Policy and associated policies consider when it is appropriate to use reasonable force towards pupils with SEND or medical conditions, ensuring that risks are carefully considered.

2 - Monitoring

- Monitor the implementation of the policy and procedures for SEND and discuss with the SENDCO the outcomes of the school's monitoring and evaluation of the provision made for pupils with SEND.

- Visit the school on a termly basis to observe what happens both inside and outside the classroom, to monitor the inclusion of pupils with SEND in all aspects of school life.

- Maintain an awareness of the profile of pupils with SEND, including those with an EHC plan in place. Make certain only anonymised information is shared to maintain pupil confidentiality.

- Ensure that the SENDCO provides a termly report to governors on SEND provision within the school. This should include:

  - The number of pupils on the SEND register;
  - A comparison of progress and attainment data as a discrete group, compared with other pupils;
  - The attendance of pupils as a discrete group, compared to other pupils;
  - The number of fixed-term / permanent exclusions;
  - Pupil destinations;
  - An update on policy and procedures related to SEND;
  - Training and induction arrangement for all staff;
  - SEND school profile;
  - Information on referrals and liaison with outside agencies;
  - Information on numbers of pupils participating in enrichment activities;
  - Information on the spend and impact of the SEND budget.

- The link governor for SEND should be satisfied that the school's policies and procedures ensure that pupils with SEND have equal access to:

  - The national curriculum;
  - Public examinations;
  - Additional interventions to support educational progress;
  - Careers guidance;
  - Additional education support;
  - Extra-curricular activities;
  - Work experience opportunities.

- Meet the SENDCO, as agreed and undertake agreed monitoring linked to SEND provision in the SDP, as well as writing a report to share with other governors.

- Maintain a good knowledge of school data relating to pupils with SEND and understand how this compares with previous data, schools of a similar demographic, and national results, as well as other groups of pupils within the school.

- Monitor the deployment of resources, including the use of TAs, and how these are used to support the attainment and progress of pupils with additional learning needs.

- Monitor the use of pupil premium and SEND funding and, where appropriate, how these resources are used to support pupils with mental health issues to ensure support is provided according to assessed needs.

3 - Communication

- Ensure the school communicates a culture of high aspiration for all pupils.

- Monitor the school's engagement with pupils with SEND, their families and carers.

- Ensure that the school publishes the local authority's Local Offer, the school's SEND Information Report and the NPCAT SEN Policy, whilst making sure that this information is reviewed and updated annually, and there is a process in place for any in-year changes to be published.

- Ensure that the school publishes information about the steps taken to prevent pupils with SEND from being treated less favourably than others.

- Ensure the school publishes information about the facilities provided to assist access to pupils with disabilities, including the school's accessibility plan.

- Ensure the expectation is communicated to all staff that pupils with SEND are the responsibility of all staff and, therefore, they need to be aware of the SENDCO, their role, and any other members of the SEND support team.

- Be satisfied that personalised strategies are used for engaging pupils with SEND in class and round the school.

- Ensure the school has clear lines of communication, and works in partnership with parents and any relevant external agencies.

- Monitor any processes used to make sure all parties have up-to-date information about pupils - this will require procedures for the effective and regular sharing of information across departments and with external agencies.

- Ensure that information is only shared on a need-to-know basis and monitor systems to ensure the confidentiality of pupils with SEND is secured.

- Liaise with the school's pastoral team to ensure a system is in place to support pupils with SEND and allow their 'pupil voice' to be heard.

- Communicate with the SENDCO to ensure they chair EHC review meetings, gather the information ready for the meeting, talk to pupils with SEND to obtain their views, and follow up on the action plan after the meeting.

Suggested Reading

- DfE Guidance (Jan 2015) <u>SEND Code of Practice 0 to 25 years</u>
- Redcar and Cleveland Borough Council <u>SEND Local Offer Page</u>
- Stockton on Tees Borough Council <u>SEND Local Offer Page</u>
- Middlesbrough Borough Council <u>SEND Local Offer Page</u>
- North Yorkshire County Council <u>SEND Local Offer Page</u>
- City of York County Council <u>SEND Local Offer Page</u>

Early Years Provision

Areas of focus for Early Years Provision

The governing body is responsible for the strategic direction of the school, including the delivery of the curriculum, raising standards and setting targets. In a primary setting this also includes Early years provision.

- It is the responsibility of the link governor for quality of education to meet with the headteacher and/or school leaders in order to have an understanding of the following:

- The extent to which leaders and staff plan, design and implement the early years curriculum.

- How the early years curriculum and care practices meet the needs of the range of children who attend, particularly any children with SEND.

- The progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education.

- How leaders are ensuring there is a focus on children acquiring a wide vocabulary so they can begin to communicate effectively and in Reception how pupils secure a knowledge of phonics in order to prepare them to become confident and fluent readers.

- How leaders ensure that staff are knowledgeable about the areas of learning they teach. How do they ensure staff have a secure understanding of EYFS pedagogy?

- Are staff all expert in teaching systematic, synthetic phonics?

- Are staff knowledgeable about the teaching of early mathematics?

- How the indoor and outdoor environment supports the delivery of an ambitious , coherently planned curriculum. The resources and planned activities are chosen to meet the children's needs and promote learning.

- How the staff support and promote children's emotional security and the development of their character. How they teach children the language of feelings and develop their emotional security.

- The ways in which pupils are taught to manage risks and challenges and how they are supported to be active and develop physically.

- The information staff provide to parents about their child's progress and how they can support their child's learning at home, including how the school helps their child to read.

- How the quality of the provision ensures that children are ready for the next stage of their learning, especially Year 1. By the end of Reception pupils have the personal, physical and social skills they need to succeed in the next stage of their education.

- Within the setting pupils demonstrate positive attitudes to learning through high levels of curiosity, concentration and enjoyment. Children are beginning to manage their own feelings and behaviour, understanding how this can have an impact on others.

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Appendices
Link Governor Visit Report Proforma

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Appendices
Link Governor Visit Report Proforma

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Appendices
1. Link Governor Visit Report Proforma

Leadership and Management

including

Pupil Premium
Sports Premium
Safeguarding

Leadership and Management

Areas of focus for Leadership and management

Areas of focus for link governance will be arranged on an annual basis in conjunction with the headteacher and based on the developmental needs identified within any of the following documents:

- School Development Plan
- School Self-Evaluation Form
- Diocesan Self-Evaluation Form
- Ofsted Inspection Report
- Diocesan Inspection Report
- Trust Standards Officer Quality Assurance Report
- Trust Strategic Plan

Leadership and management is about how well leaders, managers and those responsible for governance ensure the education that the school provides has a positive impact on all its pupils. (School Inspection Handbook)

The duties and responsibilities of the Link Governor for Leadership and Management.

General

- Ensure leaders produce a strategic plan for improvement action for the current year that outlines the school's main priorities. The plan should include the actions leaders will take to raise standards, the resources dedicated to these areas and the key outcomes and impact the plan is intended to achieve. Progress against the identified priorities should be evaluated at least termly.

- Ensure leaders have provided an accurate and up to date self evaluation of the school. This will identify how well leaders feel the school is performing in the areas of the Inspection Framework. The evaluation should take into account strengths and impact as well as identifying key areas for further improvement.

- Complete learning walks evaluating whether leaders have a culture of high expectations of all pupils embedded across all aspects of school life, this is reflected in the daily interactions between leaders, staff and pupils.

- Understand how leaders prioritise the quality of education provided by the school and how they monitor the impact on pupil attainment and outcomes.

- Monitor how leaders ensure there is consistency and coherence across the school so that all pupils benefit from effective routines, consistent expectations and high quality teaching.

- Look closely at CPD records to understand how well leaders ensure staff have access to high quality professional development. Such opportunities should be fully aligned to the school curriculum and development priorities and ensure staff build knowledge and subject expertise over time so they can deliver better teaching.

- Review how well leaders seek to engage parents and their community thoughtfully and positively in order to support pupils' education.

- Consider how leaders take into account the workload and well being of their staff.

- Ensure leaders regularly update the school website to ensure published content meets DFE requirements and reflects the current provision within the school.

- Ensure school leaders seek the views of parents, pupils and staff in order to evaluate the culture and education provided by the school. Monitor how leaders respond to views or concerns raised by stakeholders.

- Evaluate how well leaders protect staff from bullying and harassment.

- Ensure school leaders share relevant trust quality assurance reports and any identified actions are addressed by school leaders in a timely manner in line with Trust recommendations and timescales.

- Evaluate how well the school continues to take responsibility for pupils who attend alternative provision.

- Ensure relevant safeguarding checks have been carried out and that leaders are confident that the placement will meet pupils' academic, pastoral and ,where appropriate, special needs.

- Understand how leaders maintain regular reviews of the provision and ensure that pupils benefit from a well-planned and sequenced, well-taught, broad and balanced curriculum.

SPECIFIC CONSIDERATIONS

1 - The use of Pupil Premium
- Be familiar with the concept of pupil premium; what it is, why it has been put in place, why it is allocated and which groups of pupils are eligible for the premium.

- Ensure the school's Pupil Premium Policy is reviewed in a timely manner and is accessible to, and understood by all members of staff.

- Ensure the pupil premium planning identifies strategies used to overcome barriers to learning.
- Understand the various pupil groups which are related to PPG (FSM, SEND, EAL, LAC, Service) and the differentiated approaches they require.

- Ensure senior leaders prepare an action plan for the current academic year that draws on evidenced successful strategies for maximising the impact of PPG spend and/or evaluates the impact of previous approaches and allocations of funding. This should provide details of:

- The interventions funding will be used for, summarising the pupil groups involved, intended impact, timescales, and who is responsible for the action;

  - The interventions funding will be used for, summarising the pupil groups involved, intended impact, timescales, and who is responsible for the action;
  - The intended outcome and impact (how will the action improve outcomes for identified pupils);
  - How, when and by whom the action will be monitored;
  - The impact of the PPG and any amendments proposed;
  - How, when and by whom the impact of the PPG allocation will be evaluated.

- Ensure school leaders have consulted with parents regarding the teaching of relationships and health education.

- Monitor how leaders ensure parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that the child be withdrawn from some or all of sex education delivered as part of statutory RSE.

- Ensure the school has an up to date policy for RSE and health education.

- Ensure all staff take into account the age and religious background of all pupils and ensure that their teaching is appropriate to their age and religious background, to ensure that the topics outlined in the statutory guidance are appropriately handled.

- Hold the school to account for ensuring the teaching of RSE and health education complies with the relevant provisions of the Equality Act 2010, including that they:

- must not unlawfully discriminate against pupils by treating them less favourably because they have one or more of the protected characteristics.

2 - The teaching of protected characteristics

- Understand how the school meets the expectations of the DFE's statutory guidance on relationships education, relationships and sex education and health education.

- Ensure school leaders have consulted with parents regarding the teaching of relationships and health education.

- Monitor how leaders ensure parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that the child be withdrawn from some or all of sex education delivered as part of statutory RSE.

- Ensure the school has an up to date policy for RSE and health education.

- Ensure all staff take into account the age and religious background of all pupils and ensure that their teaching is appropriate to their age and religious background, to ensure that the topics outlined in the statutory guidance are appropriately handled.

- Hold the school to account for ensuring the teaching of RSE and health education complies with the relevant provisions of the Equality Act 2010, including that they:

- must not unlawfully discriminate against pupils by treating them less favourably because they have one or more of the protected characteristics.

- must make reasonable adjustments to alleviate disadvantage, for example by taking positive action to deal with particular disadvantages affecting a group because of a protected characteristic. The statutory guidance gives the example of taking positive action to support girls if there is evidence that they are being subjected to sexual harassment.

3 - Workload

- Understand how school procedures are considered in order to support staff workload; how do leaders ensure staff have access to high quality resources and support in order to further strengthen the quality of the workforce.

- Ensure school leaders have an approach to assessment and data collation that enables teachers to identify next steps for pupils and avoids excessive and unnecessary burden for school staff.

- Ensure school leaders regularly seek the views of staff regarding workload and well being and where possible ensure support is in place to alleviate identified pressures.

Suggested Reading

- DFE Guidance - School workload reduction toolkit

- DFE Guidance - What academies, free schools and colleges should publish online

- OfSTED - School Inspection Handbook

- DFE Guidance - Inspecting teaching of protected characteristics in schools

- DFE Guidance - Pupil Premium overview

- DFE Guidance - Using Pupil Premium - guidance for school leaders

PE and Sports Premium (Primary only)

Areas of focus for PE and Sports Premium

It is the local governing bodies' responsibility to monitor the effective use of the PE and Sport Premium (PE&SP) Grant. The link governor for Leadership and Management will carry out this function under the three focus headings: General, Monitoring, and Communication and Liaison.

1 - General

The link governor should:

- Be familiar with the concept of PE&SP; what it is, why it has been put in place, how it is allocated, how it is calculated, and which groups of pupils are able to benefit from the premium plan.

- Ensure the school's PE&SP Strategy is reviewed in a timely manner and is accessible to, and understood by all members of staff.

- Hold the school to account for ensuring that the PE&SP is used to:

    - Increase confidence, knowledge and skills of all staff in teaching PE and sport;
    - Increase the engagement of all pupils in regular physical activity;
    - Raise the profile of PE and sport across the school as a tool for whole-school improvement;
    - Provide a broader experience of a range of sports and activities which are offered to all pupils;
    - Increase participation in competitive sport.

2 - Monitoring

The link governor should:

- Ensure senior leaders prepare an action plan for the current academic year that draws on evidenced successful strategies for maximising the impact of PE & SP and/or evaluates the impact of previous approaches and allocations.

- This should provide details of:

    - The activities that the funding supports and whether these can be sustained;
    - The intended impact on individual pupils and the whole-school population;
    - How the activities, pupil participation and impact will be measured and evaluated;
    - The allocation of resources and impact of each activity on identified pupil groups;
    - Whether the activity is new or continued.

- Ensure that staff of all levels understand the overall purpose of the PE & SP, the range of activities provided and how they can promote pupil participation and a healthy lifestyle.

- Ensure that the school website includes an up-to-date and compliant report on the use of the PE & SP grant funding: the annual allocation, a full breakdown of how it has been allocated (or will be allocated), what impact the school has seen on pupils' PE and sport participation and attainment, and how the improvements will be sustainable in the future.

- Monitor whether the school's use of the PE & SP is giving pupils the opportunity to develop a healthy, active lifestyle.

- Monitor whether the school's use of the PE & SP is increasing pupil participation in competitive sport.

- At the end of the school year, ensure the governing body receives a review and evaluation of the PE & SP grant's impact on:

  - PE and Sports provision;
  - Pupil participation;
  - Pupils' attitudes and wellbeing;
  - Pupils' attainment;
  - Staff attitudes and confidence in leading PE and sporting activities;
  - The overall strengths and development priorities of the school's PE & SP Strategy.

3 - Communication and Liaison
The link governor should:

- Meet regularly with the senior leader/PE Lead to discuss the plan and the impact of the PE & SP allocation.

- Ensure governors know the intended and actual impact of the PE & SP.

- Provide governors with evidence from monitoring visits, giving assurance that key responsibilities are being met, and knowledge is being shared across the governing body. Alternatively, present a case with evidence from monitoring visits that key responsibilities are not being met and that action is required to address certain issues.

- Make certain that surveys conducted with staff, parents and pupils include questions about the impact of the PE & SP provision.

- Ensure governors are aware of how the PE & SP is allocated.

Suggested Reading

- DfE Guidance - "PE and Sports Premium for Schools"

- DfE Guidance -PE and Sports Premium 2022-23 - Conditions of Grant Allocations to Academies

- DfE Guidance (July 2019) - "School Sport and Activity Plan"

- Youth Sport Trust - "Primary PE and Sport Premium Guidance

Safeguarding

The duties and responsibilities of the Link Governor for Safeguarding

It is important that the link governor for Safeguarding understands the safeguarding requirements and acts as the link between the school and the governing body in these matters. Information gathered through regular visits and checks carried out at the school should be reported back to the governing body meetings in order to facilitate scrutiny and assess the impact of safeguarding on other areas of link governance as well as the impact that the safeguarding measures are having on the school and pupils themselves.

By providing information to the governing body, the link governor for safeguarding will also be checking if there is compliance with statutory duties and supporting the governing body in making an assessment of whether sufficient resources are effectively allocated or where changes might be required.

Termly reporting will ensure that the governing body is kept aware of the safeguarding risks to young people within the school.

1 - Policy, Statutory Guidance and Procedures

- Check that the Safeguarding and Child Protection Policy and Procedures are available in the school and being followed in practice.

- Check that the statutory policies for school in relation to the following are revised in a timely manner with reference to DfE and Trust guidance documents and where appropriate following the Trust's policy template to check that matters relating to Safeguarding and Child Protection are referenced and include the most up-to-date advice:

    - Safeguarding and Child Protection Policy and Procedures
    - Confidential Reporting (Whistleblowing);
    - Child Missing Education;
    - Educational Visits, Outdoor Learning and Adventurous Activities;
    - Anti-bullying;
    - Staff Code of Conduct;
    - Remote Education (Online Learning)
    - Adult Allegations

2 - Training and CPD

- Check that the training programme for staff reflects the needs of the school, local protocols, and statutory regulations in relation to safeguarding and child protection.

3 - Role of the Designated Safeguarding Lead (DSL)

- Support the work of the Designated Safeguarding Lead (DSL).

- Meet regularly with the DSL and any other relevant staff.

- Report back to the local governing body about the activities of the DSL to inform them in order to facilitate scrutiny and impact of safeguarding and check there is compliance with statutory duties

- Ensure any safeguarding deficiencies are brought to the attention of the local governing body.

4 - Managing Information

- Check there is a consistent approach to safeguarding and child protection across the school.

- Check records are kept securely and in one place.

- Check there is appropriate monitoring and tracking in place for vulnerable pupils.

5 - The Curriculum

- Check the curriculum for safeguarding reflects the risks for young people in the area.

- Check there are appropriate safeguards in place for pupils placed with Alternative Providers.

6 - Recruitment

- Check that safer recruitment processes are in place and there is a continued culture of vigilance amongst all staff.

- Check that the Single Central Record is compliant.

7 - Engaging with Stakeholders

- Check that a protocol and process for sharing information with other agencies is in place.

- Check that a protocol and process for sharing and gathering information from other staff members and parents is in place and effective.

- Check that the views of parents and pupils, in relation to whether pupils feel safe in school, have been gained and where appropriate the school has acted upon these.

8 - Internal and External Security

- Work with school staff to monitor the effectiveness and appropriateness of measures taken to ensure internal and external security to the school site, including the identification and monitoring of visitors and contractors to the school site.

- There is safe movement of pupils around the school building.

- Pupils cannot readily egress the building.

- The pupils, parents and staff understand what happens in lockdown.

9 - Assessing and Managing Risk

- Check there is a designated staff member who is currently trained and certified to be the Educational Visits Coordinator who ensures that pupils are kept safe when undertaking an educational visit, outdoor learning or adventurous activity?

- Risk assessments are used to assess and manage risks where there is a report of child on child abuse, in particular where there is an incident of child on child sexual violence or sexual harassment, that ensures both the victim and the perpetrator are supported in school?

- There is the opportunity for restorative practice to take place between pupils. A restorative school allows time to listen to the voice of the victim or perpetrator. It hears the victim or perpetrator story and helps them clarify their issues and needs, and empower them to find their own solutions. It promotes conciliation, whether one to one with peers or through self conciliation and developing resilience.

- Teachers are aware of their statutory function in relation to Female Genital Mutilation.

- The school records allegations against adults and any low-level concerns where an allegation has not met the LADO referral threshold.

- Outside spaces and the environment within them, including trees and play equipment, are factored into assessing risk and the safety of pupils whilst in the playground or participating in outdoor learning activities.

- There is segregation of pedestrian and vehicular access to the school site?

Suggest Reading

- DfE "Keeping Children Safe in Education".
- GOV Uk Prevent Duty Guidance for England and Wales
- Safer Recruitment Consortium.
- DfE "What to do if you're worried a child is being abused".
- DfE "Working Together to Safeguard Children".
- HM Government "Multi-agency practice guidelines: Handling cases of Forced Marriage".
- Home Office "Mandatory Reporting of Female Genital Mutilation— procedural information".
- HM Government "Multi-agency statutory guidance on Female Genital Mutilation".
- UKCCIS UK Council for Child Internet Safety
- DfE "Child Sexual Exploitation".
- Home Office (September "Criminal Exploitation of children and vulnerable adults: County Lines guidance".

- DfE "Children Missing Education".
- DfE Supporting pupils at school with medical conditions".

List of Key Trust / School Policies Relevant to Link Monitoring Visit for safeguarding

- Acceptable Use Agreement
- Adult Allegations
- Educational Visits, Outdoor Learning & Adventurous Activities Policy
- GDPR (General Data Protection Regulations) Policy
- Remote Learning (Online Education) Policy and related school procedures
- Safeguarding & Child Protection Strategy/School Child Protection Policy
- Staff Code of Conduct
- Confidential Reporting (Whistleblowing) Policy

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Appendices
Link Governor Visit Report Proformas

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Appendices
Link Governor Visit Report Proformas

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Appendices
Link Governor Visit Report Proformas

Behaviour and Attitudes

including   Exclusions
Attendance

Behaviour and Attitudes

Areas of focus for Behaviour and Attitudes

Areas of focus for link governance will be arranged on an annual basis in conjunction with the headteacher and based on the developmental needs identified within any of the following documents:

- School Development Plan
- Head teacher reports
- School Self-Evaluation Form
- Diocesan Self-Evaluation Form
- Ofsted Inspection Report
- Diocesan Inspection Report
- Trust Standards Officer Quality Assurance Report
- Trust Strategic Plan

The duties and responsibilities of the Link Governor for Behaviour and Attitudes (including Attendance)

1 - Behaviour Policies and Procedures

- Ensure there are effective and enforceable policies and procedures in place in relation to behaviour, exclusions and disciplinary arrangements.

- Ensure the school has a record of all parent/carer signed Trust Home School Agreements.

- Make certain that policies related to behaviour management are lawful and reflect the schools' and governing board's responsibilities under the Equality Act 2010. Ensure that reasonable adjustments are made where necessary.

- Make certain that the Behaviour Policy is accessible to all pupils, including pupils from vulnerable groups and those with SEND, to ensure the policy supports them to meet behaviour expectations successfully.

- Ensure the school's policies in relation to behaviour include online bullying and peer-on-peer abuse as well as provision for recognising and rewarding pupils' positive behaviour choices.

- Ensure that policies linked to pupil behaviour recognise the potential for poor behaviour choices to be masking mental health and wellbeing issues.

- Work with the governing body and senior leadership team to ensure that the school's values and vision are underpinned by a whole-school approach to behaviour and positive mental health.

- Evaluate the effectiveness of the school's Behaviour Policy and Exclusion Policy, as well as any associated disciplinary arrangements.

- Monitor the impact of the school's engagement with parents regarding behaviour expectations and implementation of the Behaviour Policy.

- Ensure pupil, parent and staff surveys are undertaken on an annual basis in order to seek views as to how behaviour and welfare are managed within the school and how safe the school environment is.

- Review the results of behaviour surveys on an annual basis.

- Ensure that pupils have confidence that behavioural and bullying issues, including peer-on-peer abuse and online bullying, will be dealt with in an appropriate manner. Making sure to look at victim support.

- Attend and participate in pupil conferences in order to secure the views of pupils regarding behaviour and bullying, including peer-on-peer abuse and online bullying, in the school.

- Complete and evidence regular learning walks, evaluating whether:

  - The school is calm and orderly;
  - Clear routines and expectations for behaviour are set;
  - There is a strong focus on punctuality and attendance to minimise disruption;
  - The extent to which pupils are motivated and engaged in learning;
  - The school environment is safe (physically and emotionally).

- Ensure that behaviour policies and procedures are implemented evenly and fairly across the school.

- Liaise with the school SENDCO, pastoral lead and mental health and wellbeing lead to monitor the provision of support provided to pupils who are unable to meet the school's behaviour expectations.

- Ensure that the school's Behaviour Policy and Exclusion Policy, and any related procedures, are reviewed and amended in line with their review date and that the intended impact of existing policy and procedures is identified and amended if the intended impact is not achieved.

- Ensure that the school's Behaviour Policy is published on the school's website.

- Ensure that accurate records are maintained of incidents of disruptive behaviour and attendance.

- Liaise with the Trust and school lead for behaviour and welfare to understand how the school provides interventions and support for pupils at risk of exclusion.

- Monitor the pattern and frequency of internal, fixed-term and permanent exclusions for different groups of pupils as well as data for pupils at risk of exclusion. This Information Dashboard must be made available on every school visit.

- Ensure that a panel of at least three governors, who have all undertaken exclusion training, is established to consider permanent exclusions. Where this number falls below three, the Trust Link Officer must be informed immediately to address the situation.

- Monitor, record and assess the views of staff members, pupils and parents regarding behaviour at the school.

- Monitor and assess the school's Behaviour Log, ensuring it is kept up-to-date and identifying any trends, including with regard to vulnerable pupils.

2 - Fixed Term and Permanent Exclusions

- Ensure policies and procedures are adhered to when an exclusion is issued and that exclusion is considered as a last resort when other alternatives have been considered.

- Monitor the frequency and trend in the number of instances of exclusion, number of pupils involved and number of days.

- Monitor any patterns in exclusions including whether there is a disproportionately high number of exclusion in certain groups (gender, age, ethnicity, SEND, PP etc).

- Ensure arrangements for reintegration after exclusion are appropriate and consistently applied.

- Ensure all exclusions are recorded legally and that there is no suggestion that pupils may be being sent home or off-rolled without following correct procedures.

3 - Teaching and Learning

- Ensure policies and procedures are in place to reduce behaviour-related barriers to learning, including low-level disruption within the classroom and during transition between lessons.

- Monitor any arrangements which are in place to celebrate the successes and achievements of pupils.

- Contribute to the school's parental engagement, involving parents in their child's behaviour and celebrating pupil's achievements.

- Monitor and evaluate the use of interventions which have been used to improve the behaviour of pupils in the classroom.

- Monitor the effectiveness of the use of data regarding behaviour, attendance, exclusions and bullying to improve performance and progress of pupils.

- Monitor the effectiveness and implementation of the school's rewards system.

4 - Anti-bullying Provisions

- Contribute to the development of an Anti-Bullying Policy, ensuring that effective procedures are in place for reporting incidents and supporting bullying victims, including peer-on-peer abuse and online bullying.

- Evaluate the effectiveness of the school's Anti-Bullying Policy, as well as any associated disciplinary arrangements.

- Ensure that the school's Anti-Bullying Policy, and any related procedures, is reviewed and amended in line with their review date.

- Ensure pupil, parent and staff surveys are undertaken on an annual basis in order to seek views as to how incidents of bullying are dealt with.

- Annually review findings of all surveys on bullying.

- Monitor incidents of bullying within the school and identify any trends, such as specific groups of pupils being bullied.

- Monitor the interventions in place to deal with incidents of bullying.

- Monitor how tolerance, the celebration of diversity and acceptance of others is embedded in the curriculum, contributing to the creation of a welcoming environment.

- Monitor any incidents of bullying and harassment.

- Monitor and evaluate the school's actions to prevent and address any incidents of discriminatory and derogatory language, and how the concept of 'banter' is addressed.

5 - Training and Development

- Ensure that all staff members are made aware of the school's policies and procedures in relation to attendance.

- Receive reports from the headteacher regarding the attendance of pupils, using this report to further the governing body's knowledge of behaviour management within the school.

- Keep up-to-date with statutory and good practice guidance regarding behaviour, attendance and exclusion arrangements.

- Attend in-school and external training to keep up-to-date with developments in behaviour and attendance.

6 - Admissions

The Nicholas Postgate Catholic Academy Trust is the Admissions Authority for all NPCAT schools. This means that the Trust determines the Admissions policy and Admissions Arrangements each academic year.

The Local Management Board has the delegated responsibility to implement the admissions policy correctly. This includes the following:

- ensuring relevant policies and associated documentation are accessible for all stakeholders through the school website.

- processing in-year transfers i.e. receiving admissions appeals for unsuccessful in-year transfers and passing these on to Trust for organisation of Independent Appeal hearings if a place cannot be offered.

- Quality assuring the ranking process, prior to the submission of the ranking list to the local authority, if oversubscription criteria need to be applied.

- If a request is received for a pupil to be admitted outside of their chronological age-group, that should be passed on to the Trust.

7 - Attendance

- Attendance is promoted by leaders to set a whole school culture.

- Attendance data is reviewed regularly and compared with national/local averages.

- Attendance data is analysed to identify any trends e.g. specific groups of pupils such as pupil premium/SEN.

- Support and interventions are in place to support these groups of pupils to attend school regularly.

- Reasons for absence are identified and appropriate support is offered, this could include mental health issues.

- Measures are in place to ensure that the school meets its attendance targets.

- Children missing education are identified and where necessary reported to the local authority.

- Persistent absence data is analysed to identify any trends across specific groups i.e, year groups, vulnerable groups, pupil premium and support is targeted appropriately.

- The effectiveness of attendance interventions is measured and evaluated.

- Any pupils who are on part-time provision (less than 25 hours) have a written action plan in place that is regularly reviewed, and signed by the DSL, Senior Leader, parent and pupil.

- Attendance reward systems are in place to promote good attendance and are evaluated.

List of Key Documents

- Behaviour in schools guidance
- Getting the simple things right: Charlie Taylor's behaviour checklists - 2011
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- The School Discipline (Pupil Exclusions and Review) (England) Regulations 2012
- The Education (Provisions for Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- DfE Guidance document "Alternative Provision" Statutory guidance for local authorities - January 2013
- DfE guidance - Working together to improve school attendance
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf
- Dfe guidance - Summary table of responsibilities for school attendance
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073619/Summary_table_of_responsibilities_for_school_attendance.pdf

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Appendices
Link Governor Visit Report Proformas

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Appendices
Link Governor Visit Report Proformas

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Personal Development

including Secondary Careers

Personal Development (including wellbeing)

Areas of focus for Personal Development (including Wellbeing)

Areas of focus for link governance will be arranged on an annual basis in conjunction with the headteacher and based on the developmental needs identified within any of the following documents:

- School Development Plan
- School Self-Evaluation Form
- Diocesan Self-Evaluation Form
- Ofsted Inspection Report
- Diocesan Inspection Report
- Trust Standards Officer Quality Assurance Report
- Trust Strategic Plan

The duties and responsibilities of the Link Governor for Personal Development

The governing body should have a firm understanding about the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this. The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. It is recognised that the impact of the school's provision for personal development will often not be measurable during pupils' time at school.

It is the responsibility of the link governor for personal development to understand and challenge leaders on how curriculum subjects such as citizenship, RE and other areas such as personal, social, health and economic education, and relationships and sex education, contribute to pupils' personal development – including by considering the provision, quality and take-up of extracurricular activities offered by the school.

It is the responsibility of the link governor for personal development to meet with the headteacher and/or school leaders in order to have an understanding of how school leaders:

- develop pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.
- ensure pupils are prepared for life in modern Britain and understand the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

- effectively promotes equality of opportunity and diversity as part of an inclusive environment that promotes equality where no forms of discrimination are tolerated.

- support pupils to develop strength of character and develop confidence, resilience and independence.

- ensure pupils know how to stay safe online.

- ensure pupils can recognise online and offline risks to their well-being and how to access support if needed.

- ensure pupils' know how to keep physically and mentally healthy, eat healthily and maintain an active lifestyle.

- ensure Catholic social teaching and stewardship is embedded across the curriculum

- ensure pupils recognise they are global citizens.

- ensure that the NC programme of study for Citizenship is covered.

1 - PSHE

- The school consistently promotes the personal development of pupils. The PSHE curriculum is coherently planned and designed to ensure all statutory requirements are met.

- The PSHE curriculum allows opportunities for pupils to explore local and national social and contextual issues.

- Pupils have sufficient age-appropriate awareness and understanding of healthy relationships and the protected characteristics.

2 - Relationships, sex and health education

It is the responsibility of the link governor for personal development to meet with the headteacher and/or school leaders in order to ensure school leaders:

- have an up-to-date policy, which is made available to parents and others and consult parents in developing and reviewing that policy in all cases.Ensure there are effective policies and procedures in place in relation to RSHE.

- consult with parents regarding the RSHE curriculum.

- have ensured the RSHE curriculum meets all statutory requirements.

- have provided training to staff on how to assess and deliver the RSHE curriculum.

- appropriately supports children with SEND to learn RSHE.

3 - Spiritual, moral, social and cultural development

It is the responsibility of the link governor for personal development to meet with the headteacher and/or school leaders in order to have an understanding of how school leaders:

- support the spiritual development of pupils through developing their ability to be reflective, respectful about themselves, others and the world around them.

- support the moral development of pupils through developing their ability to recognise the difference of right and wrong, understand consequences of their behaviour and appreciate different viewpoints regarding moral and ethical issues.

- support the social development of pupils through developing their ability to use a range of social skills in different contexts and participate in a variety of communities.

- support the cultural development of pupils through developing their understanding and appreciation of different cultures and cultural influences both in school and in the wider world.

CURRICULUM ENRICHMENT

It is the responsibility of the link governor for personal development to meet with the headteacher and/or school leaders in order to have an understanding of how school leaders:
ensure pupils have access to a wide, rich set of experiences to enhance and strengthen the school's offer.

- ensure there is an extra-curricular/ enrichment timetable that is shared with pupils and parents.

- monitor access to and use of the opportunities for extracurricular activities for specific groups of pupils to ensure equality of access, e.g. SEND, disadvantaged.

- evaluate the cost effectiveness of extracurricular opportunities provided where a fee is paid by parents for children to take part.

- monitor the quality and intent of outside school hours provision which is provided directly by the school or facilitated by high-quality agencies and providers, e.g. Mini Vinnies, Pope John Paul II award, Duke of Edinburgh award scheme, Cadet Forces and National Citizenship Service.

- Ensure arrangements for educational visits are in line with statutory guidance and follow the guidance available from the Trust.

List of Key Documents

- DfE Guidance - Relationships and sex education (RSE) and health education
- DfE Guidance - Promoting fundamental British values through SMSC
- DfE Guidance - Personal, social, health and economic (PSHE) education
- DfE Guidance - Protected characteristics in schools
- DfE Guidance - Equality Act 2010
- DfE Guidance - Character education framework
- National curriculum - Citizenship key stages 3 and 4
- National curriculum - Citizenship key stages 1 and 2

Careers (Secondary)

Areas of focus for Careers (Secondary)

Areas of focus for link governance will be arranged on an annual basis in conjunction with the headteacher and based on the developmental needs identified within any of the following documents:

- School Development Plan
- School Self-Evaluation Form
- Diocesan Self-Evaluation Form
- Ofsted Inspection Report
- Diocesan Inspection Report
- Trust Standards Officer Quality Assurance Report
- Trust Strategic Plan

The duties and responsibilities of the Link Governor for Careers

The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of education attainment. Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.

1 - Strategy and Policy

- Ensure that all registered pupils at the school are provided with independent careers guidance from Year 7 to Year 13.

- Ensure that the independent careers guidance provided:

  - Is presented in an impartial manner;
  - Includes information on the range of education or training options, including technical and other vocational pathways;
  - Is guidance that the person giving it considers will promote the best interest of the pupils to whom it is given.

- Ensure that the school's Careers Policy is up-to-date.

- Monitor the effectiveness of provision against the annual careers delivery plan.

- Understand the school's model of careers guidance to:
  - Monitor and evaluate the school's model of careers guidance to ensure it meets the needs of all the pupils;
  - Work with the senior leaders and governors to set the vision for the school's careers provision (linked to the school's ethos and mission);
  - Provide strategic leadership and direction.

- Keep up to date with national career provision awards and the latest DfE guidance.

2 - Careers Leadership

- Ensure that a Careers Lead is appointed by the school.

- Meet with the Careers Lead to support and challenge their management of the responsibilities of careers staff in ensuring staff take responsibility for their contributions.

- Liaise with the Careers Lead to ensure pupils, parents and staff are aware of what support is provided and how it can be accessed.

- Liaise with the Careers Lead to ensure that external partners know what is happening in the school and how they can contribute.

- Encourage the school to work towards achieving or maintaining a nationally validated quality award to instil confidence in the careers provision and raise the profile of the school.

3 - Destination Data

- Monitor the collection and evaluation of destination data to ensure support for the disadvantaged and vulnerable pupils to make transitions and those at risk of becoming NEET (not in education, employment or training).

- Monitor initiatives which the school employs to promote traineeships and apprenticeships, enterprise, employability, awareness of STEM (Science, Technology, Engineering and Mathematics) careers, financial capability and volunteering.

- Ensure the school meets their statutory duty to work with the local authority in providing data on pupil destinations that are reported annually to the DfE, Intended destinations, September guarantee and the activity survey.

4 - Quality Assurance

- Monitor the effectiveness of Careers provision against the annual careers delivery plan.

- Receive regular reports from the Careers Lead to ensure that methods of intervention are centrally recorded.

- Ensure funding streams such as Pupil Premium are being used to good effect to raise aspirations.

- Ensure destination data is embedded as part of the school's overall use of raising attainment, achievement and participation data.

- Seek out opportunities to talk to learners about their experience of the school's careers provision, e.g. by attending events or arranging to meet a group of young people.

- Monitor the careers delivery plan to ensure a variety of curriculum channels are used by the school, e.g. PSHE programme, subject inputs, enrichment activities, work-related experiences, careers drop-in sessions, mock interviews.

- Ensure the careers delivery plan is reviewed and evaluated to support continuing improvement.

Suggested Reading

- https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1246_guide_for_govenors_digital_1.pdf

- Careers and Enterprise Company The Careers Strategy (section 5 Role of the Governing Body and Link Governor)

- https://www.thecdi.net/Full-Webinar-Calendar/Career-Education-Information-Advice-and-Guidance---A-webinar-to-engage-and-support-school-college-Governors-free-webinar/68495

- (free webinar for Governors in respect to Careers, website does state register as a member initially. There is a 3 month free access to these resources at present, using the following instructions:

- https://www.careersleaders.thecdi.net/

- Click on the 'Sign In- Sign-Up' square and when completing the form, simply put Free Trial in the space for membership number. The system will let career leaders join automatically and use the forum until the end of June.)

- National Governance Association – has a Careers and Further Education section with resources. Membership required to access information.

- https://www.gatsby.org.uk/education/focus-areas/good-career-guidance

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Appendices
Link Governor Visit Report Proform

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Appendices
Link Governor Visit Report Proforma

Catholic Life and Catholic Standards

Catholic Standards

Areas of focus for Catholic Standards

Areas of focus for link governance will be arranged on an annual basis in conjunction with the headteacher and based on the developmental needs identified within any of the following documents:

- School Development Plan
- School Self-Evaluation Form
- Diocesan Self-Evaluation Form
- Ofsted Inspection Report
- Diocesan Inspection Report
- Trust Standards Officer Quality Assurance Report
- Trust Strategic Plan

A suggested two year plan is set out below:

	Year 1	Year 2
Autumn Term	- Catholic Life - Pupil Outcomes - Mission Statement - RSE	- Catholic Life - Provision - Leadership - Staff Development - Parish Links - Community Links - Partnerships
Spring Term	Religious Education - Pupil Outcomes and Teacher Assessments	- Religious Education - Quality of teaching, learning and assessment - Leadership - Pupil Engagement - Monitoring and Evaluation
Summer Term	- Collective Worship - Quality, rang and participation of pupils - Timetable - Planning - Promotion and Monitoring	- Collective Worship - Location of Worship - New developments

The duties and responsibilities of the Link Governor for Catholic Standards

Context - Four Key Reasons for Catholic Schools

"Catholic schools assist the Church's mission" - The first key reason why Catholic schools are established, then, is to be part of the Church's mission, to place Christ and the teaching of the Catholic Church at the centre of people's lives. This is done diversely through the Catholic school's interaction with the local Church, families, societies and culture they serve.

"Catholic schools provide assistance to parents" - The second key reason why the Church provides Catholic schools is to assist parents in the religious formation of their children.

"Catholic schools serve the diocese, parish and home" - Being at the service of the local Church and fostering communion within the local Church is then the third key reason why Catholic schools are provided.

"Catholic schools provide a service to society" - The fourth key reason why the Catholic Church provides schools is to contribute to the creation of a society that is highly educated, skilled and cultured. For this reason the Church emphasises the contribution that Catholic schools make to the common good of society and its culture.

Extracted from "Christ at the Centre" - Rev. Marcus Stock, Director of Schools for the Archdiocese of Birmingham, 2005. https://www.catholiceducation.org.uk/images/Christ_at_the_Centre_1.pdf

1 - Catholic Life

Responsibility - The link governor for Catholic Life should work with the school to develop knowledge and challenge in order to support the continuous improvement of the Catholic Life of the school in respect of the following:

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.

- The quality of provision for the Catholic Life of the school.

- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

Duties

- Ensure the school has a Mission Statement and that it is reviewed to reflect the Catholic ethos of the school.

- Monitor what is planned to make the school special because it is Catholic.

- Review what pupils will learn at the school that is important to their everyday life.

- Monitor how the pupils' learning has been planned and the effectiveness of the planning.

- Monitor the involvement of the school and in any social justice projects, the effectiveness of this involvement and the extent of the access to all pupils' to the projects.

- Review how the school accounts for parish engagement. They must have a plan accounting for ongoing engagement with the parish and local community. The link governor must record the effectiveness of the plan and links made.

- Work with pupils to assess whether they can articulate why the school is Catholic and what it does to live out its mission.

- Assess by what extent the pupils are aware of the school's mission and what it means to them.

- Monitor how the mission has been reviewed, celebrated and shared.

- Monitor what provision is made for staff for the continuous deepening of their own knowledge and understanding of the Catholic faith.

- Monitor what opportunities are given for staff for their own spiritual and professional development as Catholic educators.

- Ensure the principles and teaching of British values are incorporated into the curriculum where suitable and age-appropriate.

- Ensure that all pupils have a voice that is listened to, and demonstrate how democracy works, e.g. school council.

- Ensure that the school uses local elections etc. to demonstrate how fundamental British values work and provide opportunities for pupils to argue and defend points of law.

- Ensure that pupils are helped to understand a range of faiths.

- Review the opportunities given to pupils for extra-curricular activity, including any run directly by pupils to promote Catholic Social Teaching, Social Justice.

- Review the school's approach to Relationships Education - how is it planned and what is the impact.

2 - Religious Education

Responsibility - The link governor for Catholic Life should work with the school to develop knowledge and challenge in order to support the continuous improvement of the Religious Education in the school in respect of the following:

- How well pupils achieve and enjoy their learning in RE.

- The quality of teaching and assessment in RE.

- How well leaders and managers monitor and evaluate the provision for RE.

Duties

- Liaise directly with the Trust Link Governor Officer and review and analyse the RE Development Plan.

- Monitor the availability and accuracy of the numerical data in relation to pupils' progress in RE.

- Ensure the school has a plan to capture and evaluate numerical data in relation to pupils's progress in RE.

- Review the use of data within the school to inform change and/or interventions within RE which have an impact on the outcomes for pupils.

- Ensure that 10% of curriculum time is given to the teaching of RE.

- Ensure that RE contributes positively to the broad and balanced curriculum of the school through cooperation and dialogue with other subjects.

- Ensure that the anticipated Trust policies for RE are in place and that the school has a process for ensuring these are adhered to.

- Ensure that the curriculum and resources used by the school are suitable to raise standards and improve the quality learning and progress of pupils in RE.

- Ensure that the school leadership has put an assessment process in place for RE which is moderated to ensure it is fit for purpose and provides valuable and accurate information to leaders and the governing body.

- Visit classrooms to review behaviour and attitudes of the pupils' towards RE, speaking with staff and pupils, and looking at pupils' books.

- Work with school leaders on book scrutiny in RE to ensure consistency of marking.

- Visit the school to observe displays, Sacred Spaces and the general environment of the school.

3 - Collective Worship

Responsibility - The link governor for Catholic Life should work with the school to develop knowledge and challenge in order to support the continuous improvement of the Collective Worship in the school in respect of the following:

- How well pupils respond to and participate in the schools Collective Worship.

- The quality of Collective Worship provided by the school.

- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

Duties

- Ensure that there is a plan for Collective Worship which is designed to develop the staff and pupils.

- Ensure there is a timetable of liturgies and celebrations which is followed.

- Review the use of locations in school where liturgies and celebrations are carried out to ensure the spaces are used effectively and are conducive to acts of collective worship.

- Review the use of sacred spaces in classrooms.

- Review the different forms of prayer which pupils are introduced to.

- Work with the leadership team to assess how effectively the school works with parents, local parishes and other schools.

- Work with the leadership team to develop and support local, Diocesan, national and international working partnerships where appropriate.

- Ensure there are opportunities for pupils to be involved in liturgies and acts of worship and assess the levels of encouragement and access given to all pupils to these opportunities.

- Review what opportunities there are for pupils to lead acts of worship and prayer

Challenge Questions

For Challenge Questions, please refer to Appendix 1,2 and 3 - Governor Checklist and Report formats.

List of Key Documents

At this point the Diocesan Inspection Framework is being updated to a national framework; The Catholic Schools Inspectorate. This is currently in draft form, the documents for which can be found here:

- https://catholicschoolsinspectorate.org.uk/inspection-documents

- https://www.middlesbroughdioceseschoolsservice.org.uk/docs/Diocesan_Inspection_-_Guidance_and_documents_for_Schools_from_Sept_18/Inspection_Schedule_and_Grade_Descriptors_Sept_2018.pdf

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Appendices
Link Governor Visit Report Proforma

Sixth Form

Sixth Form

Areas of focus for Sixth Form

Governors should understand the requirements of providing a quality 6th form provision. The provision is underpinned by the DfE's 16 to 19 study programmes: guidance.

STUDY PROGRAMME PRINCIPLES

All 16 to 19 study programmes should be designed to provide students with a structured and challenging learning programme that supports their development and progression in line with their career plans. Study programmes should be individually tailored, but will typically combine the elements below:

- substantial qualifications that stretch students and prepare them for education at the next level or for employment.

- English and maths, where students have not yet achieved a GCSE grade 4.

- work experience to give students the opportunity to develop their career choices and to apply their skills in real working conditions, and

- other non-qualification activity to develop students' character, broader skills, attitudes and confidence, and support progression.

1 - Quality of Education / Qualifications

- Ensure leaders can clearly articulate the top level view of the sixth form curriculum and that they have high aspiration and ambition for all pupils.

- Check there is a clear process in place to ensure students are on appropriate pathways according to their individual needs and prior attainment, including SEND and disadvantaged pupils.

- Ensure there is effective provision for students who have not secured level 2 English and maths and students make effective progress in these lessons.

- Question whether teachers have expert knowledge of the subjects they teach and present information clearly.

- Question whether teachers give demanding work to students so they can build on knowledge and achieve highly.

- Establish if leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points.

- Ask leaders if teachers use assessment well to check understanding and inform planning and teaching.

- In subjects where intent and implementation is not strong, can leaders provide evidence of support, training and CPD to ensure further consistency.

- Ensure there is a SEND register / code of practice list in place and monitoring is identified on here.

- Ensure all pupils identified with SEND have support plans in place and pinned on Arbor.

- Question whether teachers use the SEND support plans to inform their teaching. (QA records should be made available).

- Identify if parents/carers of pupils with EHCP's / SEND support are met (or have been invited to) three times a year to review progress and discuss support and that this is recorded.

- Ensure leaders can articulate a top level view of current pupil progress in KS5.

- In departments where there is underperformance, check there are structures and systems in place to support inexperienced, non-specialists or struggling teachers.

- Pupil attainment and rates of progress of individuals and groups of pupils is a standing item for discussion on relevant line management, department meeting agendas.

- Ensure there is a whole school strategic academic achievement plan in place at KS5 to improve pupil progress.

- Ensure there are 1:1 challenge meetings with the Head of sixth form and curriculum leaders after data collections.

2 - Personal Development / Non Qualifications

- Non qualifications can be identified as tutorials, volunteering, activities to develop confidence and resilience, problem solving, team work, seminars, lectures, life skills, personal finance

- Probe if the sixth form consistently and extensively promotes the personal development of students. It goes beyond the expected that teach learners why it is important to contribute actively to society.

- Ensure the PSHE curriculum is coherently planned and designed to ensure all statutory requirements are met. The PSHE curriculum allows opportunities for pupils to explore local and national social and contextual issues and prepares students for life post 18.

- Ask leaders if pupils are prepared for life in modern Britain and can articulate an understanding of British values. Ask how leaders know this.

- Ensure there is a programme in place and minimum expectations for participation in non qualifications. Non qualification activities are provided by the sixth form to support progression plans of each student.

- Check that leaders monitor the uptake and track engagement of students' non qualification activity.

3 - Safeguarding

- Check there are structures in place to manage pupils who leave the site during the day.

- Ensure leaders know if students feel safe and secure and well supported with any issues they have.

- Ensure leaders know that students are taught and understand how to stay safe online.

- Check that leaders promote the importance of students' mental health and there are processes in place to support students who may need additional help.

4 - Behaviour, attitudes and attendance

- Ask if students' learning behaviours are positive and there is a system in place for those students who fall short of a culture of high expectations. What is the system?

- Ensure there are systems and structures in place to ensure that there is strong attendance to the sixth form and prompt punctuality to lessons.

- Check there are clear strategies in place to address absence and persistent absence.

5 - Careers

- Ask to see the compass tool to assess how the school is meeting Gatsby benchmarks in the 6th form. Based on the results, probe why any benchmarks are not being met.

- Impact of the Study Programmes

- Ask how leaders evaluate the 16 - 19 study programmes effectively and ensure areas for development are actioned.

- Ensure leaders are monitoring and recording retention of students (including group information) who remain on the same courses as what they started on.

- Ensure leaders are monitoring and recording retention of students (including group information) who remain in the 6th form from Y12 to Y13.

- Destinations of pupils are tracked to show the percentage of pupils who went on to education, employment of training.

Suggested Reading

- 16-19 study programmes

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