

Clarendon Primary School

Governing Board Procedures, Committee Arrangements and Delegation Structure

2018/19

Introduction on Committee Working

Committee working is an effective tool in managing the increasing demands and workload expected of Governing and Trust Boards with many Boards undertaking much of their business through them. It enables a smaller more strategic group of members to discuss specific matters which have been delegated to them by the full Board in much further detail. Committee membership, terms of reference and delegation structures must be agreed at a full Board meeting and changes to membership can also only be agreed at a full Board meeting. It is recommended that Committees be reviewed annually to ensure that they are fit for purpose and up to date.

Governors and Trustees may be appointed to committees to utilise their own specific skills or because of their interest in the subject area. It is important to remember that all committee meetings must be clerked and managed in the same way as a Board meeting i.e. agendas and minutes should be produced and circulated in a timely manner. Chairs of committees should be appointed by the Board or alternatively this may be delegated to the individual committees. The Head Teacher cannot be appointed as Clerk or Chair of a Committee. Whilst another governor may act as clerk to a committee meeting, it is highly recommended that an external person is employed to minute the meeting as it is often difficult to take detailed minutes whilst taking part in full discussion. The quorum for a committee meeting to take place is a minimum of three governors who are agreed members of that committee.

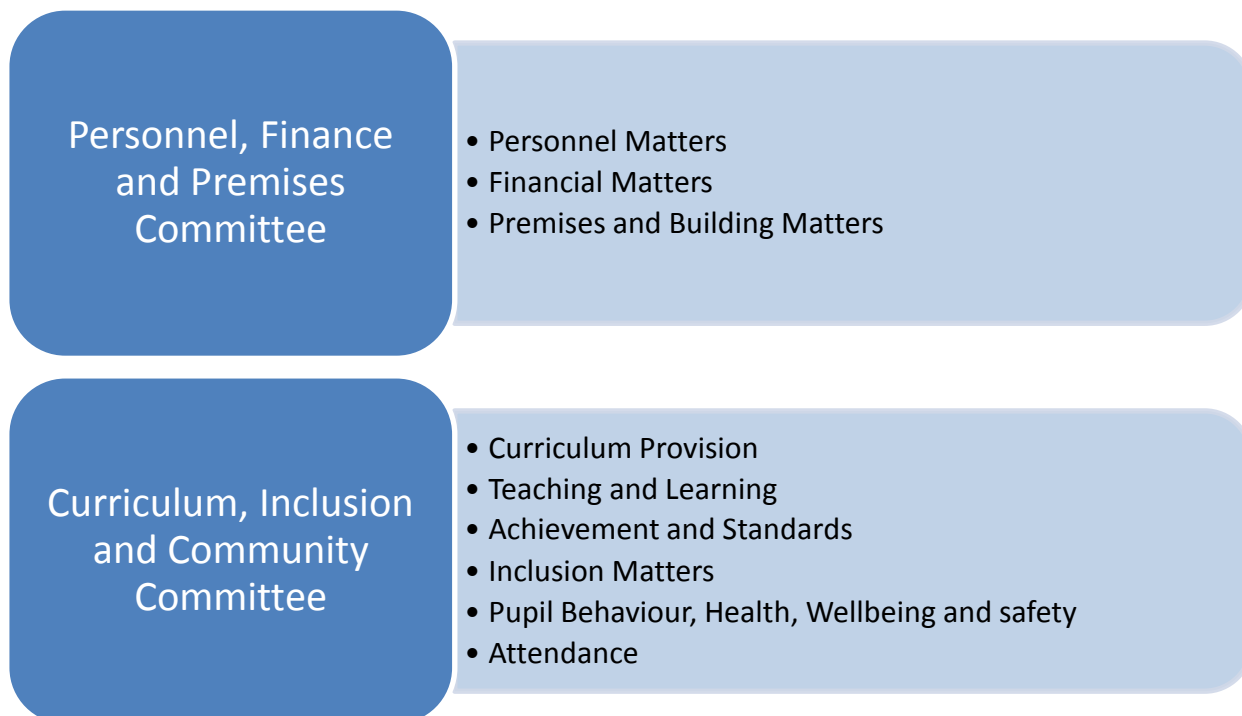
Self-Evaluation and the Ofsted Framework

Monitoring and evaluating is a key aspect of governors' strategic responsibilities and should be part of the school's overall programme for self-evaluation. It is also an essential requirement for school improvement. Committee working can assist in this process and by linking individual committees to the key judgements within the Ofsted framework, governors are able to effectively monitor and evaluate how the senior leadership team have considered these judgements and what actions or measures have been put into place to demonstrate this.

School self-evaluation also highlights the need for Governing Boards to effectively monitor and evaluate the impact of school policies on standards and quality of provision.

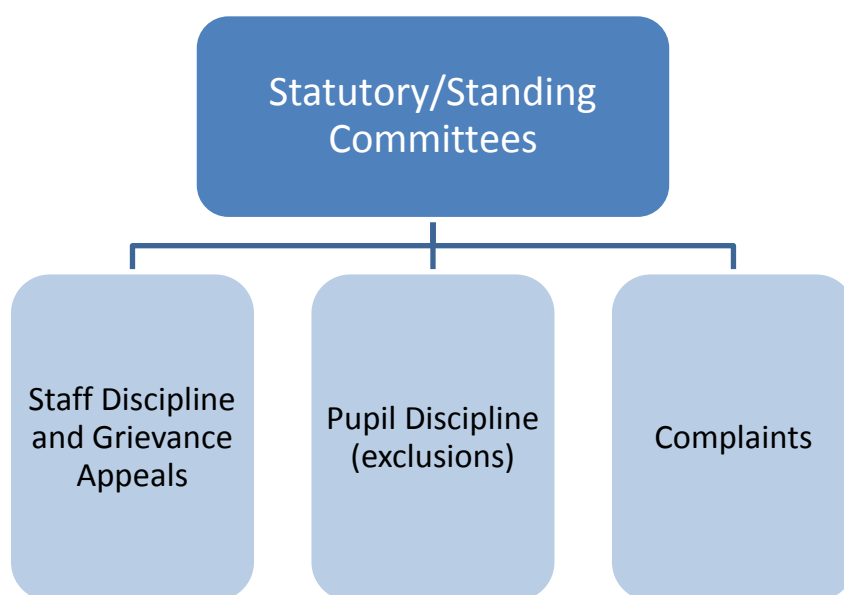
Working Committees and Key Areas of Responsibility

Working Committees manage the regular workload of the Governing Board and, where in place, it is good practice that they meet at least once per term. Specific matters and school policies may be delegated to these committees in order for a smaller group of governors to consider and where appropriate agree matters on behalf of the Governing Board.



Statutory Committees

Statutory committees only meet when required relating to matters such as staff discipline and appeals, pupil discipline and complaints.



Role of the Governing Board



Governing Board role in the Effectiveness of Leadership and Management

The inspection of a school provides an independent external evaluation of its effectiveness and a diagnosis of what the school should do to improve. It is based on a range of evidence available to inspectors that is evaluated against a national framework. When conducting an inspection, Ofsted will report on the quality of education provided in the school and must in particular cover:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners.

The Governing Board is inspected as part of the effectiveness of leadership and management of the school and therefore will be judged under this heading. The Common Inspection Framework: *education, skills and early year* (August 2016) states that Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors:

1. Demonstrate an ambitious vision, have high expectations for what all children and learners can achieve and ensure high standards of provision and care for children and learners.
2. Improve staff practice and teaching, learning and assessment through rigorous performance management and appropriate professional development.

3. Evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement.
4. Provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community.
5. Successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment.
6. Actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners.
7. Actively promote British values (for a definition of these values, see the Prevent Strategy)
8. Make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.
9. In particular how governors discharge their core statutory functions and how committed they are to their own development as governors in order to improve their performance.

Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.

Governance

Inspectors will seek evidence of the impact of those specifically responsible for governance. This includes maintained school governors, proprietors, academy trustees or members of the school's local board.

Inspectors will consider whether governors:

1. Work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition.
2. Provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school.
3. Provide support for an effective head teacher or are hindering school improvement because of a lack of understanding of the issues facing the school.
4. Understand how the school makes decisions about teachers' salary progression and performance.
5. Performance manage the head teacher rigorously.
6. Understand the impact of teaching, learning and assessment on the progress of pupils currently in the school.

7. Ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils.
8. Ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, primary PE and sport premium, and special educational needs funding.
9. Are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parent.

Governing Board Procedures Checklist

Election of Chair and Vice Chair of Governors

The Governing Board agreed the procedures for the Election of Chair and Vice Chair of the Governing Board as follows on Tuesday 4 November 2014.

- 1) The length of term of office for the Chair and Vice Chair of Governors is one year.
- 2) The term of office for the Chair and Vice Chair will expire at the autumn term meeting and procedures for election/re-election will commence in the previous term.
- 3) That written self-nominations be sought in advance of the meeting

Committee Terms of Reference and Delegation Structures

1 Personnel, Finance and Premises Committee

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|------------------------|---|
| <u>Members:</u> | Mr S Madari (Chair), Mrs C Coldwell, Mrs C Davoy-Wood, Mr I Patel, Mrs N Patel (or nominees) and the Head Teacher |
| <u>Chair:</u> | To be appointed by Committee (Good practice that the Committee Chair is different from the Chair of Governors) |
| <u>Clerk:</u> | Emma Stoddard (LA Governor Services Team) |
| <u>Quorum:</u> | At least 3 Governors |

1.1 Personnel

Terms of Reference:

- 1) To consider and recommend to the Governing Board and review as appropriate from time to time policies relating to management of staff, including the school pay and performance management policies.
- 2) To determine the staffing structure in relation to the School Improvement Plan and curriculum requirements, and in the light of resources available.
- 3) To monitor and evaluate the staff development programme in relation to curriculum and professional development needs as identified through appraisal procedures and within the context of the School Improvement Plan
- 4) To ensure, via the Head Teacher, that entries in the Single Central Record are maintained and updated as necessary and that the relevant safeguarding checks are undertaken for employees, volunteers and governors.
- 5) At least three impartial members of the Committee to exercise delegated powers in the management and termination of employment of staff (e.g. grievance, discipline, capability, competency, employment), redundancy) within the Local Authority model policies/procedures adopted by the Governing Board, and taking into account the resources available.
- 6) To exercise delegated powers in terms of the annual pay review, within the Local Authority model policies/procedures adopted by the Governing Board, and taking into account the resources available.

- 7) To monitor appraisal procedures and ensure rigorous systems are in place for teachers' salary progression.

Appointment Delegation Structure

Staff appointment processes must be undertaken within the Local Authority model policies / procedures adopted by the Governing Board, and taking into account the resources available.

At least one member of the appointments panel must have completed accredited safer recruitment training either via the Local Authority's tutor led modules or online via the NSPCC website.

Head Teacher and Deputy Head Teacher

- A Selection Panel to agree the job description, person specification and advertisement, and to shortlist, interview and *recommend an appointment to the full Governing Board*
- Selection Panel to comprise **Chair, Vice Chair and at least two others including a parent governor** (and Head Teacher in case of Deputy Head appointment)

NB: All Head Teacher and Deputy Head Teacher appointments must be ratified at a full Governing Board meeting.

Appointment to TLR (Teaching and Learning Responsibly) positions

- Head Teacher, member of Leadership Team or senior staff and available Personnel Committee members

Teaching staff below Deputy Head level

- Head Teacher with member of Leadership Team and/or senior staff (1 Governor also recommended)

Teaching Assistants/Non-Teaching Staff

- Head Teacher and 1 named Governor (or nominee)

Caretaker & School Meals Supervisors

- Head Teacher and/or member of Leadership Team

Terms of Reference:

Council's Standing Orders

Governing Boards must follow the Council's Standing Orders for contracts; except that the decision to award contracts and limit the numbers of suppliers tendering is the responsibility of the Governing Board. This includes a requirement to assess, in advance, where relevant, the health and safety competence of contractors, taking into account the Local Authority's policies and procedures.

Any decision made by the Governing Board relating to the awarding of a contract (including reasons for limiting tenders) should be minuted in the record of the actual meeting at which the decision was taken. In general terms, governors must adopt as a minimum the following:

- i) The Authority has contracts in place for certain types of supply which the School may use without seeking separate quotations.
- ii) For purchases of goods and services including suppliers' catalogues where appropriate, governors should, where practical, obtain three written quotations.
- iii) For purchases of goods and services where the contract value is reasonably estimated to be above **£15,000** at least three written quotations should be obtained
- iv) For purchases where the contract value is reasonably estimated to be above **£50,000**, governors must advertise for application to tender in a local journal with a reasonably wide circulation and/or in a relevant trade or professional journal. Tenders should be received in sealed envelopes with no identifying marks and kept sealed until the closing date for receiving tenders. Opening of envelopes should be in accordance with at least as stringent requirements as those contained in the Council's standing orders. Community and controlled schools must utilise Corporate Procurement Services for orders or services of £50,000 or more.
- v) Where the estimated expenditure of the total contract is likely to exceed EU financial thresholds then EU legislation/procedures apply. Governing Boards are required to advertise in the OJEU (Official Journal of the European Union.) EU guidance notes can be obtained from the Corporate Procurement section. Contracts may not be split in order to circumvent the rules.
- vi) In all cases governors should record in the formal minutes of a full governors or sub- committee meeting which bid, if any, has been accepted and the reasons(s) for choosing the bid. Governors need not accept the lowest tender but should have regard to their responsibility in securing value for money in respect of expenditure of public funds.

Financial Delegation Structure

Governing Board

- will determine overall financial management policy in light of the Bolton scheme for financing schools
- where approval by the full Governing Board of the initial/original school spending plan and the revised school spending plan by the end of June and October respectively is impracticable, the Governing Board will consider and ratify the recommendations from the Finance Committee in relation to the initial school spending plan and the revised school spending plan.

- will approve the audited school fund account (account to be audited within three months from the end of the financial year)
- Will receive and approve the Schools Financial Value Standard Report.
- will approve purchases **above £25,000**
- will approve virement of funds **above £25,000**
- will receive termly monitoring reports
- will review the Committee Terms of Reference and Financial Scheme of delegation annually
- will review entries in the Register of Business Interest annually
- receive a termly report on the impact of the Pupil Premium Grant.

Finance Committee

- will approve purchases **above £7,500 and up to £25,000**
- will approve virement of funds **above £7,500 and up to £25,000**
- will be responsible for accepting tenders in line with stated policy
- with the assistance of the Head Teacher will prepare initial spending plan to support the priorities of the School Improvement Plan
- where approval of the initial/original spending plan by the full Governing Board by 30th June each year is not practicable, the Committee will approve the initial spending plan, subject to ratification by the Governing Board at its next meeting.
- Will review the Schools Financial Value Standard Report.
- will prepare the revised spending plan, consistent with the priorities of the School Improvement Plan
- will review Local Authority Service Level Agreements for continuation annually in line with the initial school spending plan.
- where approval of the revised spending plan by the full Governing Board by 31st October each year is not practicable, the Committee will approve the revised spending plan, subject to ratification by the Governing Board at its next meeting
- will receive regular budget monitoring reports and will prepare a termly report for the full Governing Board
- will be responsible for overseeing financial management procedures and standards and for reviewing standards and documentation in light of guidance from the Local Authority, Ofsted, Audit Commission or DFE
- will receive and where appropriate respond to periodic LA audit reports on the school's financial management procedures
- will ensure the audit of PTFA funds and voluntary school funds for presentation to the Governing Board
- will review the Scheme for Financing Schools (Financial Regulations) annually
- will review the Office Procedures Manual annually
- will have regard to best value practice and ensure consistency of purchases by gaining three quotes wherever possible.
- will conduct benchmarking comparisons with other similar schools locally and nationally annually.
- will review and approve the Whistle-Blowing Policy
- will review and approve the Charging and Remissions Policy periodically.
- to monitor the impact of the Pupil Premium Grant allocation and correlate how the funding is spent to improve the outcomes for children
- to monitor the impact of the Primary PE and Sports Funding allocation to improve the quality of the PE and sport activities that are offered to pupils
- the committee to be made aware and approve any new purchase cards, charge cards and bank accounts

Head Teacher

- will be responsible for preparing a draft spending plan for submission to the Finance Committee
- will be responsible for day to day financial management including purchases **up to £7,500** and all expenditure to be in support of the school spending plan
- will approve virement of funds **up to £7,500**
- will be responsible for maintaining financial management systems
- will be responsible for administering any further delegation

Subject Co-ordinators

- authorised to spend monies delegated by the Head Teacher on curriculum areas in line with the school spending plan.

Deputy Head

- will assist Head Teacher in preparing initial spending plan

Bursar/Finance Officer/Secretary

- will be responsible for maintaining financial records and monitoring systems
- will prepare monthly monitoring reports for the Head Teacher

School Financial Value Standard (SFVS) & Internal Audit Requirements (IAR) - Approval Timetable

| SFVS | IAR | Document | When | How Often | Approval |
|----------------|------------|---|---|-----------|-----------------------------|
| Q1 | | Governors Financial Management Competencies | Spring Term | Annually | Committee |
| Q2 Q3 | IA Test | Committee Terms of Reference and Financial Scheme of Delegation | Autumn Term | Annually | Governing Board |
| Q10 Q12 | IA Test | Initial/Original & Revised Spending Plan/Budget | Summer and Autumn Terms | | Committee / Governing Board |
| Q4 | IA Test | Spending Plan/Budget monitoring | Every Term | Termly | Committee |
| Q5 | IA Test | Register of Business Interest | Autumn Term | Annually | Governing Board |
| Q6 | | Staff Financial Management Competencies | Spring Term | Annually | Committee |
| Q7 | | Review of Staffing Structure | Summer Term | Annually | Committee |
| Q8 Q9 | IA Test | Appraisal reports to Governors | Teachers – Autumn Term Head Teacher – Spring Term | Annually | Committee / Governing Board |
| Q14 | | Benchmarking | Summer Term | Annually | Committee |
| Q20 | IA Test | Implementation of Internal Audits recommendations (action plan) | As soon as possible from end of audit | | Committee |
| Q22 | | Whistle Blowing Policy | Annually | | Committee |
| Q24 | IA Test | Audited Accounts of the School Fund | The Fund has to be audited 3 months from end of the financial year - annually | | Governing Board |
| Whole Document | * | Receive report and approve SFVS | Before 31 March | Annually | Governing Board |
| | | Scheme for Financing Schools (Financial Regulations) | Annually | | Committee |
| | IA Test | Review of Office Manual (Financial Procedures) | Annually | | Committee |
| | | Reviewing of LA SLA for continuation | Spring Term | Annually | Committee |

* Internal Audit (IA) will not be assessing SFVS. However the SFVS returns will be used to inform the audit programme. IA will have access to the standard, and when they conduct an audit they can check whether the self-assessment is in line with their judgement. IA will make the Governing Board and the LA aware of any major discrepancies in judgements.

1.4 Premises

1. To provide guidance and assistance to the Head Teacher and Governing Board in all matters

relating to premises and physical resources.

2. To ensure inspection of the premises and grounds, and prepare a statement of priorities for maintenance and development, taking account of the LA's Building Condition Survey report.
3. To approve the costs and arrangements for maintenance, repairs, fittings and furniture, and redecoration within the budget allocation and to oversee the preparation and implementation of building contracts.
4. To monitor the school's compliance with Health and Safety regulations.
5. To receive and consider a termly report on the testing of the school evacuation / invacuation procedure
6. To receive and consider audits of the buildings and fabric and recommend remedial action if required.
7. To ensure any necessary liaison with the local authority's Property Services Department.
8. To monitor and review services from external providers and, where necessary, procure new services.
9. To prepare, implement and review from time to time a lettings policy for the approval of the Governing Board.
10. The Head Teacher is authorised to incur expenditure on day to day repairs and maintenance, equipment and materials within the approved spending plan.
11. To be aware of the assets inventory and to approve any disposal of assets.

2 Curriculum, Inclusion and Community Committee

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|------------------------|---|
| <u>Members:</u> | Mrs J Pearson (Chair) Ms H Alexander, Mrs C Coldwell, Mrs J Cooke, Mrs A Patel, Mrs S Roshan (or nominees) and the Head Teacher |
| <u>Chair:</u> | To be appointed by Committee |
| <u>Clerk:</u> | Emma Stoddard (LA Governor Services Team) |
| <u>Quorum:</u> | At least 3 Governors |

2.1 Curriculum and School Effectiveness

1. To assist the Governing Board to fulfil its statutory responsibilities for:
 - the overall school curriculum and learning programmes including the National Curriculum
 - religious education and collective worship
 - sex and relationship education,
 - equal opportunities and equality,
 - careers advice and guidance,
 - the identification, assessment and provision for pupils with special educational needs
 - Promotion of British Values (the promotion of tolerance of and respect for people of all faiths (or no faith), cultures and lifestyles to prepare children and young people positively for life in modern Britain)
2. To agree, monitor and evaluate the implementation of individual subject curriculum policies and to review them from time to time. (There is no requirement for school policies for individual curriculum subjects to be approved by the Governing Board; however, the Governing Board should ensure, through the Head Teacher, that policies are drawn up and put into practice in line with the aims, values, ethos and school improvement plan agreed by the Governing Board and in accordance with statutory requirements.)
3. To monitor that learning programmes or a curriculum is provided that has suitable breadth, depth and relevance to meet any statutory requirements as well as the needs and interests of children, learners and employers, nationally and in the local community.
4. To monitor and evaluate the effectiveness of teaching and learning in delivery of the curriculum including the effectiveness and rigour of the school's assessment procedures, and use these findings to develop capacity for sustainable improvement and to narrow gaps in achievement between groups of children and learners.
5. To consider the impact of teaching and learning and progress in different subjects and year groups.
6. To regularly review the strategic direction of the school to ensure that the vision, values and ethos are current and appropriate.
7. To monitor and evaluate the effectiveness of Special Educational Needs and Disability provision.
8. To consider how the Disadvantaged Children Grant (Pupil Premium) funding and other



resources are used to improve the outcomes for children and overcome barriers to learning.

9. To consider school performance in relation to comparable schools both locally and nationally in terms of benchmarking
10. To consider school performance data and monitor school targets for pupil attainment.
11. To monitor, evaluate and approve the implementation of school self-evaluation and the School Improvement Plan and to ensure longer term objectives are included as part of a 3 year Schools Development Plan.
12. To ensure that the school publishes and updates information on the school website as per 'The School Information Regulations 2012' (admissions arrangements, how to access the latest Ofsted inspection reports, where to access DFE school performance tables, most recent Key Stage 2 / 4 results, curriculum content, behaviour policy, pupil premium allocation, Governing Board duties in relation to SEN, the schools charging and remission policy, a statement of the school's ethos and values, information relating to the allocation of Year 7 English and mathematics catch-up grant if appropriate)
13. To approve school visits and journeys which involve an overnight stay. The Chair of the Committee to have authority to approve arrangements for those residential school visits where the visit has not been planned sufficiently in advance to obtain the approval of the Committee or the Governing Board.
14. Head Teacher to approve school visits and journeys which do not involve an overnight stay.

2.2 Pupil Welfare and Inclusion

Terms of reference:

1. To monitor and evaluate, and review where appropriate, policies relating to pupil health, safety

and welfare (including safeguarding and child protection), behaviour and discipline.

2. To monitor and evaluate, and review where appropriate, policies that actively promote equality and diversity, tackle bullying and discrimination.
3. To monitor and evaluate, and review where appropriate, policies relating to social inclusion (including Children Looked After) and special needs inclusion.
4. To ensure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent sexual exploitation, radicalisation and extremism
5. To ensure there are rewards systems in place which impact positively on achievement, attendance and behaviour.
6. To monitor pupil attendance and absence rates and pupil exclusion rates and to consider strategies to improve them. (including children missing education)

2.3 Community

Terms of reference:

1. To be responsible for addressing issues of relationships with the community and issues of promoting the school.
2. To actively seek the views of learners and parents/carers and of the school's stakeholders and partners in order to inform the Governing Board and Head Teacher in their decision making about the way the school is conducted.
3. To have oversight of the development of and to monitor extended school provision and to report to the Governing Board with recommendations.
4. To be responsible for secondary liaison links.

Statutory Committees

The following committees do not have a direct bearing on school self-evaluation or the Ofsted inspection framework.

Cautionary note on impartiality

The Local Authority asks Governing Boards, when appointing members to the committees, to consider whether it is advisable to appoint a governor who is paid to work at the school. Even if that governor has no direct prior involvement or previous specific knowledge, the likelihood is that the governor will have come into contact with the person who works or studies at the school and possibly formed some prior opinion about them. In these circumstances, it is difficult to justify impartiality to another party from outside the school. Given that the Governing Board must be able to clearly demonstrate that it has followed the principles of natural justice and fair play, it might be prudent not to appoint a governor who is paid to work at the school.

It is also important to consider what effect there may be on future relationships within the school if a governor who works at the school has sat on a panel and passed judgement of one of their colleagues.

1 Staff Appeals (Including Grievance And Dismissal Appeals) Committee

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| <u>Members:</u> | At least 3 impartial governors (excluding the Head Teacher and staff) (Must be at least equal in number and different than the Governors who heard the case at the first stage) |
| <u>Quorum:</u> | At least 3 Governors |

Terms of reference:

- 1) The Committee has delegated authority to act to hear any appeal lodged under the Local Authority model staffing procedures adopted by the Governing Board.

2 Curriculum, SEN and General Complaints Committee

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Members: At least 3 impartial Governors (excluding the Head Teacher and staff) to be drawn from a panel of available members of the Governing Board, to be called on a rota basis in alphabetical order, subject to availability.

(Governing Boards are recommended to include one Parent Governor.)

Quorum: At least 3 Governors

Terms of Reference:

- 1) To hear and make a decision on any complaint at stage 4 of the formal complaints procedure.

3 Pupil Discipline Committee

Members: At least 3 impartial Governors (excluding the Head Teacher and staff) to be drawn from a panel of available members of the Governing Board, to be called on a rota basis in alphabetical order, subject to availability.

(Governing Boards are recommended to include one Parent Governor.)

Quorum: At least 3 Governors

To operate within the statutory procedures relating to pupil exclusions, in particular:

- 1) To consider representations about any fixed term exclusion
- 2) To consider fixed term exclusions of more than 15 days in one term (including exclusions which in aggregate come to more than 15 days) and permanent exclusions.
- 3) To consider recommendations and/or directions from the independent review panel as appropriate.

Nominated Governor Roles/Responsibilities

Governors listed in each category have shared responsibility for each area

| OFSTED focus | Roles & Responsibilities | Governors |
|--|--|--|
| Leadership & Management | Partnership* Equal Opportunities Head Teacher Appraisal Link Governor for training** Safer Recruitment | Mr I Patel* Mrs Chatterjee Mrs Davoy-Wood Mr S Madari** |
| *Head Teacher Appraisal Governors | Mrs Davoy-Wood, Mrs Kaduji and Mrs Roshan | |
| Quality of Teaching, Learning & Assessment | SEN & Vulnerable Groups ICT Gifted & Talented Curriculum | Mrs A Patel Mrs Coldwell Miss Vaughan - Dyke |
| Attainment & Progress | Literacy Numeracy | Mrs Roshan Mrs Cooke Ms Alexander |
| Behaviour & Safety | Drug Education Children Looked After Child Protection Health & Safety Safeguarding | Mr Madari Mrs A Patel Mr I Patel |

Further detailed guidance on the roles of nominated governors is available from the Governor Services Team on request.

1 Link Governor for Training

The Link Governor plays an important role in supporting the work of the governing Board in terms of training and development. They are expected to keep abreast of local opportunities and assist the Governing Board and individual governors in assessing their training needs.

Link Governors may also work with neighbouring schools, where appropriate, to organise joint training and cluster events.

2 Partnership Governor

To act as a link between the school and the LA on matters of local educational interest, and to attend meetings of the Partnership Forum

The Partnership Forums in Bolton aim to strengthen school governance by providing information about local and national initiatives and changes in government legislation. The forums help support effective communication between governing Boards and the local authority and promote cohesive working within the Bolton family of schools.

3 Head Teacher's Appraisal Governors

To agree annually, with the Head Teacher, performance objectives, to monitor progress towards those objectives, to agree a review statement annually and to recommend incremental pay where appropriate.

