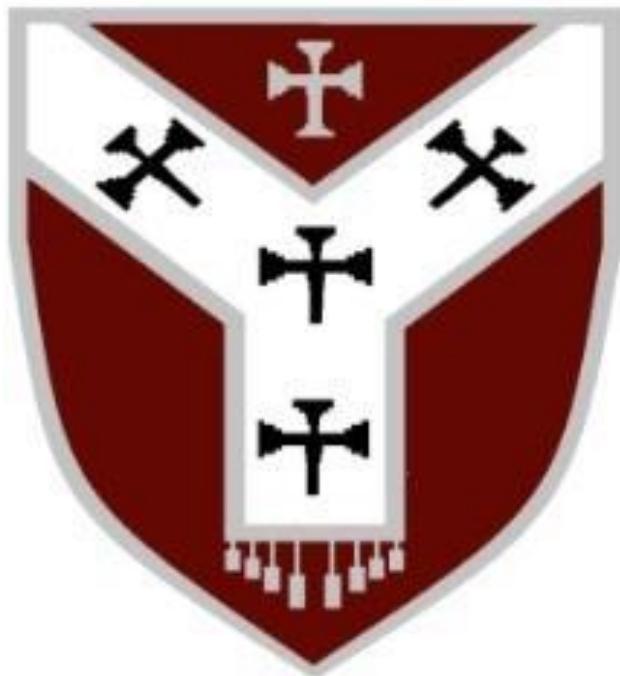


The Minster Junior School

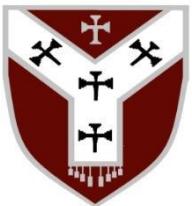
'Let us be concerned for one another, to help one another, to show love and do good.' Hebrews 10:24



The Governing Body

2020-21

Written by:	V Matthews	Date: 12 November 2020
Approved by:	Full Governing Body	Date:
Last reviewed on:		
Next review due by:	01 st September 2021	



THE MINSTER JUNIOR SCHOOL

*'Let us be concerned for one another, to help one another to show love and do good'.
Hebrews 10:24*

Head Teacher: Hannah Farhan

Co -Chairs of Governors: Rev Alan Bayes and Sharon Odumosu

Letter to welcome all New Governors

Dear New Governor

Welcome to The Minster Junior School. We sincerely hope that your time at The Minster Juniors will be a happy and productive one.

The Governors of the Minster Juniors work closely with the Headteacher, Senior Leadership Team and staff to uphold the School's Ethos and Values and to ensure that every pupil has the best individual learning opportunity and is able to maximise their development and progress and also to ensure that the funding we receive from Central Government is well spent.

The role of the Governors is a very important and strategic one in the development of the school, with day to day management and operational issues delegated to the Senior Leadership Team.

The school recognises the importance of parents and carers in their child's education and seeks to forge links whenever possible.

The school works closely with its local community including The Minster Church, Croydon, our neighbouring school, The Minster Nursery & Infant School, other local primary and secondary schools, outside agencies and the Southwark Diocesan Board of Education.

The most important thing, is that Governors are a team, not a collection of individuals or groups with separate agendas. However much we may differ in our opinions and experiences we are united by our commitment to the school and the responsibility we share for the school's long term success.

We look forward to working with you.

Yours sincerely

Revd. Alan Bayes and Sharon Odumosu
Chair of Governors

What do school governors do?

Governors have an interest in the role of schools in their community and want to make a positive contribution to their success, improving the educational standards and achievement of their pupils.

The main roles of governors are:

1. To provide a strategic view of the school's aims and vision

The governing body has important powers and duties but are volunteers with limited time and resources. It therefore focuses on where it can add value and help the school's strategy for improvement so that pupils learn most effectively and achieve the highest standards.

The governing body should help set, and keep under review, the broad framework within which the headteacher and staff run the school. In all its work, the governing body focuses on the key issues of raising standards of achievement, establishing high expectations and promoting effective teaching and learning.

2. To act as a critical friend to the school

The governing body also provides the headteacher and staff with support, advice and information, drawing on governors' knowledge and experience. In these ways the governing body acts as a critical friend to the school.

Critical in the sense of its responsibility for monitoring and evaluating the school's effectiveness, asking challenging questions and encouraging improvement. The governing body exists to promote the interests of the school and its pupils.

3. To ensure accountability

The governing body is responsible for ensuring good quality education in the school. The headteacher and staff report to the governing body on the school's performance. The governing body does not always agree to every decision of the headteacher but seeks justification by discussion, questions and refining proposals whilst always respecting the professional roles of the headteacher and other staff and their responsibilities for the management of the school. In its turn, the governing body answers for its actions to parents and the wider community for the school's overall performance.

The Minster Junior School Governing Body

Name	Governing Role	Governing Responsibility
Fr Alan Bayes	Co -Chair of Governors	Committee: Chair of Finance / Pay & Personnel (Christian Vision/Ethos/Raising Standards)
Sharon Odumosu	Co -Chair of Governors	Committee: Chair of Raising Standards/Premises Finance/ Pay & Personnel -PPG/LAC
Fr Andrew Bishop	Ex Officio	Christian Vision/Ethos
Ian James	Foundation Governor	Committee: Finance/Raising Standards
Vincent Atigla	Foundation Governor	Committee: Raising Standards RE/RSE
Sophie Eustace	Parent Governor	Finance
Lucasta Grayson	Co opted Governor	Safeguarding/SIAMS
Vacancy	Local Authority	
Vacancy	Parent Governor	Health and Safety (<i>TBC</i>)
Hannah Farhan	Headteacher	
Ryan Roberts	Staff Governor	Raising Standards
Vacancy	Clerk to the Governing Body	

Roles and responsibilities of school governors

ROLE OF THE GOVERNOR

The role of a school governor is to contribute to the work of the governing board in ensuring high standards of achievement for every child in the school by:

- setting the school's vision, ethos and strategic direction;
- holding the headteacher to account for the educational performance of the school and its pupils;
- overseeing the financial performance of the school and making sure its money is well spent for the benefit of children at the school;
- ensuring all legal requirements are met.

To perform the role, a governor is expected to:

- act in the best interest of all the pupils in the school;
- get to know the school well, including visiting the school occasionally during school hours and gaining a good understanding of the school's strengths and weaknesses;
- attend meetings (of the full governing board and committees) fully prepared, having read all the supporting documentation and ready to ask constructive questions;
- take part in induction and regular training and development;
- behave in a professional manner, as set down in the governing board's code of conduct, including acting in strict confidence;
- provide an Enhanced DBS;
- be prepared to take on an additional responsibility as a member of a committee and/or a lead governor, in line with the governor's skills and knowledge;
- act as an ambassador for the school.

ROLE OF LEAD GOVERNORS

A lead governor is appointed by the governing board to lead specific aspects of the work of the board to support the school development plan. Their work helps the whole governing board and its committees to make well-informed judgments about the progress being made towards the priorities and targets in the school development plan, the school's rate of improvement and the next steps.

Lead governors are appointed annually. The role is strategic and must not involve the governor taking part in discussions concerning individual pupils or attending meetings with individual parents (except where investigating a parental complaint).

Lead Governor for Safeguarding

To ensure an appropriate safeguarding and child protection policy and procedures are in place and implemented effectively by:

- providing strategic leadership for the organisation's safeguarding arrangements;
- attending appropriate training for designated governors to keep up-to-date with national and local procedures;
- ensuring that the school's safeguarding policies comply with national and local procedures;
- ensuring that the school's designated person(s) are appropriately qualified and trained and able to fulfil their responsibilities;
- ensuring all safeguarding policies are reviewed annually and that staff attend appropriate training as required;
- ensuring that the policy to manage allegations against adults working with children is reviewed annually and that the headteacher is aware of their duty to manage such allegations;
- ensuring that the annual audit required by the Local Safeguarding Board is completed, considered by the governing board and that any deficiencies are remedied without delay;
- ensuring the school's ethos helps children feel secure and able to talk freely if they have concerns;
- ensuring the school provides a safe environment where children can learn.

Safer Recruitment (included with safeguarding)

To ensure that appropriate processes are in place for preventing unsuitable people from working with children by:

- ensuring staff and governors are appropriately trained for safer recruitment (one person on any recruitment panel as a minimum);
- ensuring that the policy to manage allegations against adults working with children is reviewed annually and that the headteacher is aware of their duty to manage such allegations.

Lead Governor for Health and Safety

The employer has legal responsibility for the health and safety of staff and pupils. The Management of Health and Safety at Work regulations (1999) requires employers to have access to competent health and safety advice. Health and safety law states that employers must:

- assess risks to employees, customers, partners and any other people who could be affected by their activities;
- arrange for the effective planning, organisation, control, monitoring and review of preventive and protective measures;
- have a written health and safety policy if they have five or more employees;
- ensure they have access to competent health and safety advice;
- consult employees about their risks at work and current preventive and protective measures.

The headteacher is responsible for the day to day management of the school's health and safety policy and the communication of its requirements. The health and safety governor, on behalf of the governing board, is responsible for monitoring the policy and, if necessary, requiring additional actions. The health and safety governor will work with the school health and safety representative to:

- ensure that the school has a health and safety policy and has decided appropriate health and safety procedures and practices to be undertaken by the school;

- ensure termly health and safety inspections of the school premises are carried out and the results recorded and reported;
- inform the governing board of health and safety issues through the Resources Committee and ensure the committee is aware of any items for action which require expenditure;
- keep up to date by reading new information relating to health and safety received into the school or published in educational health and safety publications and attending appropriate training.

Lead Governor for Special Educational Needs and Disability (SEND)

The Code of Practice for the Identification and Assessment of Special Educational Needs and Disabilities (SEND) requires a lead governor (or committee) to champion SEND within the work of the Governing Board and the school. Every school must “use their best endeavours to make sure that a child with SEND gets the support they need. This means doing everything they can to meet children and young people’s SEND.”

The lead governor for SEND will ensure that the school meets its statutory obligations by:

With the headteacher and senior leaders:

- ensuring that there is an appropriately qualified designated teacher appointed as Special Educational Needs Coordinator (SENCO).
- checking that the professional development programme equips staff with the skills and knowledge to support inclusive practice for SEND;
- ensuring that pupils with SEND participate as fully as possible in all aspects of school life and that the school is making reasonable adjustments in line with the Equalities Act 2010;
- ensuring the school can identify its notional SEND budget and how this is used to meet the needs of pupils with SEND;
- ensuring that the SEND policy and SEND Information Report are reviewed annually to comply with statutory duties and that provision remains responsive to the profile of need at the school which may change over time;
- checking that the SEND policy and SEND Information Report are published on the school website and can be easily understood by parents.
- ensuring the school has policy and procedures in place for supporting pupils with medical needs, including individual health plans.

Through the SENCO, knowing:

- how the school identifies pupils’ needs children with SEND, how it engages pupils and their parents, and how a programme of tailored support is implemented through the graduated response to meet the needs of each pupil;
- the range of interventions available to target specific needs, including provision to support emotional wellbeing and mental health;
- how the school involves external professionals, including early help and social care services.

With the SENCO, monitoring:

- progress, achievement and wider outcomes for pupils with SEND and comparing with outcomes for other pupils, eg, attendance, exclusions, behaviour
- impact of SEND policy and reporting back to the Governing Board through the Learning and Teaching Committee.

Lead Governor for Pupil Premium

Pupil Premium funding is aimed at raising the attainment of disadvantaged children and closing the attainment gap between those children and their peers. Schools decide how to use the funding but they are held to account by the Local Authority and Ofsted. The Governing Board must be able to evidence the impact of their spending decisions on the attainment and progress of children eligible for Pupil Premium.

NB. Pupil Premium is for children eligible for a free school meal now and/or in the last 6 years; children in local authority care or who have left local authority care for adoption; children with a parent serving in the armed forces.

The role of the pupil premium governor is two fold.

To understand and monitor the school's use of Pupil Premium (PP) and test out the consequent audit trail, by:

- knowing the sum received for PP, including understanding how many pupils are eligible for PP and how this compares with other schools;
- encouraging the school to promote awareness of eligibility among parents so that resources are maximised;
- understanding the barriers to engagement and learning the school has identified and challenging the school's strategies to improve attendance, raise attainment, accelerate progress and narrow the attainment gap;
- ensuring that the school's systems make teachers aware of which pupils are eligible for PP and the school's strategies to raise attainment for these pupils and that they are account for pupils' progress to senior leaders;
- ensuring that the school's evaluation of its PP strategy is robust;
- ensuring that the school website includes an up to date and comprehensive report on the use of PP and its impact.

To challenge the impact of the school's use of Pupil Premium on the attainment and progress of disadvantaged children, by:

- challenging the school's ambition for the attainment and progress of eligible pupils;
- with senior leaders, monitor live data on the progress (expecting good progress) of eligible pupils in every year group;
- with senior leaders, monitor external data and examination results for the previous year to track the narrowing of the attainment gap;
- challenge the school to compare its impact against other schools where the attainment gap is being narrowed and to learn from them.

Lead Governor for Complaints

The lead governor for complaints will:

- ensure that the process by which the school and the governing board deal with complaints is reviewed annually and that the complaints procedure is published, making clear to parents where they can find it;
- ensure that the school and governing board record all complaints and monitor compliance with the complaints procedure;

- where the investigation of complaints results in recommendations to the headteacher and/or chair of governors, ensure that those recommendations are acted on;
- undertake investigations of complaints, if required, at Stage 2 and Stage 3 of the complaints procedure.

Lead Governor for Governors' Training & Development

To co-ordinate training and development to meet the identified needs of the governing board by:

- providing leadership in organising support and training for the governing board and ensuring that training and development opportunities are brought to the attention of governors;
- developing an annual programme of governor training and development in response to identified need;
- preparing and facilitating a programme for the induction of new governors;
- discussing with colleagues their training needs, encouraging the take-up of training and evaluating the value and effectiveness of training and development activities undertaken;
- establishing a system for feeding back the knowledge gained from training and development activities;
- ensuring the governing board allocates sufficient money to training and development and monitoring expenditure on training against the allocated budget;
- liaising with Governor Services and other training providers to meet the needs of the governing board and individual governors;
- ensuring a record is maintained of training and development activities which is reported to the governing board, at least annually, along with an evaluation of the impact.

Lead Governor for Finance

The lead governor for Finance will act as a link between the Financial Management and the full Governing Board by:

- Overseeing the development of both short-term and medium-term strategic plans, including the identification of the assumptions underlying those strategic plans.
- Overseeing the setting of the school's financial priorities through the:
 - Three-year financial plan.
 - The annual budget.
 - School Improvement Plan – ensuring that the delegated budgeted is used to meet the agreed developmental priorities for the year.
- Identifying viable options and recommending those most likely to achieve the school's goals and objectives.
- Approving and monitoring the annual budget, including considering proposals to amend the agreed budget.
- Ensuring the budget is managed effectively.
- Ensuring accurate accounting records are kept so that auditors can be provided with the necessary explanations.
- Understanding and ensuring the school meets all its statutory obligations, including those of the Local Authority and the Diocese.
- Determining virement and approved expenditure thresholds, as detailed in the Financial Regulations Manual.
- Evaluating the effectiveness of spending decisions including achieving value for money (broken down into three elements – economy, efficiency and effectiveness):

- Are we allocating our resources in line with our strategic priorities?
- Are we making full and effective use of all our assets and financial resources?
- Are other schools buying things cheaper or getting better results with less spending per pupil?
- How can we achieve better value for money from our tightening budgets?
- Understand the importance of communicating the school's performance to stakeholders.
- Present financial information and views clearly to others, particularly to those individuals not from a finance background.

Lead Governor for Attendance

The lead governor for Attendance will:

- Promote the importance and value of good attendance to pupils and their parents.
- Understand, promote and review the attendance and behaviour policy to ensure it is understood by all, reviewed regularly, consulted on and disseminated.
- Ensure the school has a clear policy on attendance and promote it within the school community.
- Work with key personnel at school to set, maintain and review attendance targets at different levels (e.g. by pupil or year group)
- Attend attendance meetings, as and when required, with the Headteacher/relevant member of staff/pupil/parent and to report attendance issues and data to the governing board.
- Work with and support all staff with any attendance issues that arise.
- Ensure clear systems are in place to report, record and monitor the attendance of all pupils, including those who are off site.
- Ensure and review the procedures for collecting, analysing attendance data frequently in order to identify causes and patterns of absence.
- Understand and use data to help devise solutions to improve attendance and evaluate the effectiveness of interventions.
- Work with the Headteacher/relevant member of staff, pupils and parents to establish causes for absence and ways to address them.
- Ensure the Governing Board is aware of the attendance levels and the level of persistent absence in school.
- Ensure Governors are familiar with their schools agreed attendance target and monitor the progress the school is making towards it.

ROLE OF THE CHAIR OF GOVERNORS

The chair of governors is essentially a governor and has the same responsibilities and carries out the same tasks as all governors, with additional, leadership responsibilities. In a Church of England school, the chair will keep the school's Christian ethos at the forefront of the governors' thinking, though this is a responsibility shared by the whole governing board and, in particular, the foundation governors.

Ethos

The chair will be mindful of the school's Christian ethos and ensure that the school's Christian foundation is safeguarded and developed.

Ethos is created and influenced by factors both inside and outside the school community. As these factors change, so the ethos of a school must be dynamic. Schools exist in a changing society and respond to its needs and expectations. The response of schools will reflect their Christian ethos but, at the same time, schools will be mindful of the diversity of culture and faith which exists in the community they serve.

Leadership

The chair plays a key role in encouraging a corporate spirit in the governing board and in assisting new governors to know the school and understand their role. The chair of governors will lead governors in working towards the school's agreed vision and future development.

The chair will meet regularly with the headteacher to discuss current issues, problems and new ideas. The chair plays a vital role in supporting the school and, in particular, the headteacher who may at times feel isolated. Sometimes this will mean just listening, at other times, taking positive action; it will certainly involve a good deal of time and commitment in getting to know the school, the staff and the pupils.

The chair of governors should not need to do everything! The committees and lead governors share the workload and the responsibility. The chair will keep a log of the information received and how it has been dealt with.

The chair of governors and the chairs of the committees will need to discern what is important for the school to maintain a sharp focus on essential school issues: the educational progress and well-being of pupils and the improvement of the school's educational offer.

Chairing meetings

The chair directs and controls the meeting and ensures that it works effectively to reach the decisions necessary to govern the school. The chair will liaise with the headteacher and clerk to draw up the agenda before the meeting and ensure that the minutes record accurately what took place.

Chair's action

There may be occasions when it is necessary for the chair (or if the chair is unavailable, the vice-chair) to take urgent action. The chair (or vice-chair) has power to act on behalf of the governing board in discharging those functions which regulations allow the governing board to delegate to a committee, individual governor or the headteacher. Chair's action may be taken where a delay would be likely to be seriously detrimental to the interests of the school, or to the interests of any registered pupil, his/her parent, or a person employed at the school, essentially, when a delay means that it is impracticable for the governors to meet before such seriously detrimental effects are felt.

ROLE OF THE VICE-CHAIR OF GOVERNORS

The vice-chair is essentially a governor and has the same responsibilities and carries out the same tasks as all governors, with additional, leadership responsibilities in supporting the chair and sharing the workload. The chair and vice-chair will maintain good communication so that they can complement each other and share responsibility for the smooth running of governing board business.

The vice-chair will:

- keep up-to-date with developments in the school and be aware of any specific issues affecting the governing board;
- keep up-to-date with developments in education in the wider context, local and national;
- deputise for the chair, acting as chair in the absence of the chair of governors and taking urgent action, if required, where the chair of governors cannot be contacted;
- act as a sounding board for chair and headteacher;
- facilitate the work of the committees and governors' visits to schools;
- lead the governing board's actions in the school development plan;
- investigate complaints on behalf of the governing board;
- ensure statutory compliance;
- act as enforcer of action points.

Governing Body Committee Structure

Each school has a governing body that acts in a similar way to the board of a company, providing a strategic overview of the running of the school. The Governors support, encourage and challenge the Headteacher and staff.

The Minster Junior's full governing body sets the remit and focus for the sub-committees. It meets once a term to review the work of its sub-committees and evaluate the school's overall effectiveness. The Headteacher presents a report at each meeting, commenting on the life of the school in general and on progress in relation to the targets in the school's development plan.

Sub-committees and working parties meet once or twice a term to discuss issues in greater detail. This recognises that there are some issues, such as monitoring the school's budget and finances, which will require greater time and scrutiny than can be given at the meetings of the full governing body. The current sub-committees are:

- **Raising Standards**

Chair : **Fr Alan Bayes**

Committee Members: **Ian James, Sharon Odumosu, Vincent Atigla**

This Committee reviews

- the attainment and progress of pupils
- any gaps between groups of pupils
- pupil premium strategy, provision and funding
- end of Year 6 statutory assessments
- curriculum changes
- special educational needs
- safeguarding
- standards of teaching
- parental engagement
- review any statutory documents/policies

- **Finance / Premises**

Chair: **Fr Alan Bayes**

Committee Members: **Ian James, Sharon Odumosu, Sophie Eustace**

This Committee monitors, reviews and agrees

- school's financial procedure and controls
- school's annual budget
- each quarter's budget statement
- pupil premium strategy budget
- sports premium budget
- approve appropriate levels of delegation to the head teacher
- virement of cost centres
- procurement activities
- premises expenditure
- premises safeguarding
- letting policy
- staffing plans and costs

- **Pay & Personnel**

Chair: **Fr Alan Bayes**

Committee Members: **Sharon Odumosu**

This committee reviews and agrees

- the head teacher's performance targets and pay review
- the staffing structure
- incremental performance increases in staff pay
- safer recruitment processes

MEMBERS OF THE GOVERNING BODY

Pecuniary Interests

Governor Name	Appointment to Governing Body	Name / Nature of Business interest	Declaration of Interest	Governance roles in other schools	Governing Body attendance 2020-2021
Alan Bayes <i>Foundation Governor</i>	29/6/17 Elected Chair of Governors	None	Chaplain of Whitgift School		
Sharon Odumosu <i>Foundation governor</i>	8/7/15	None	/		
Vincent Atigla <i>Foundation Governor</i>	June 2019	None	/		
Ian James <i>Foundation Governor</i>	2/3/16	None	/		
Sophie Eustace <i>Parent Governor</i>	January 2020	None	/		
Lucasta Grayson <i>Co opted Governor</i>	November 2020	None			
Ryan Roberts <i>Staff Governor</i>	16/11/17	None	/		