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# The Downland Federation Governing Board

## Terms of Reference and Standing Orders

### For the Governing Board, Committees and Panels

#### **Committees**

A Committee of the Governing Board is set up with delegated powers, with the Governing Board deciding its membership, the procedures for appointing its Chair, what powers it will have, whether it will include Associate Members and, if so, whether they may vote. This information must be minuted at a full Governing Board meeting. The Governing Board remain responsible for any decisions taken by committees and these decisions must be reported back to the full Governing Board at their next meeting. The establishment, Terms of Reference, constitution and membership of committees must be reviewed annually. The Chair of each committee must also be appointed annually. Delegated powers are detailed in the Governing Board Scheme of Delegation.

The headteacher or any governor may not attend any committees when he/she is the subject under discussion, or there is a perceived conflict of interest.

All committees to consider Safeguarding, Health & Safety and Data Protection issues brought to their attention.

#### **Quorums**

The quorum for any meeting of the Governing Board and for any vote on any matter at such a meeting is one half (rounded up to a whole number) of the governors in post. In calculating the quorum vacant positions on the Governing Board are not included and neither are Associate Members (unless given voting rights at committee level). If the committee meeting is inquorate the members present may sit as a Working Party of the Governing Board if they wish. A Working Party may only discuss matters and has no power to make a binding decision.

All committees to consider Safeguarding, Health & Safety and Data Protection issues brought to their attention.

#### **Working Parties**

A Working Party of the Governing Board is set up by an established committee or the Board deciding its membership and the topics it will discuss. A Working Party cannot make any decisions or have any delegated powers. A Working Party can only bring recommendations to the full Governing Board (or a relevant committee if responsibility has been delegated to a committee) for approval. Committee meeting when they are not quorate can continue as Working Party meetings.

#### **Clerking**

The Governing Board must appoint a Clerk to the Governors and must have regard to advice from the Clerk as to the nature of the Governing Board's functions. Governors and the Headteacher cannot be Clerk to the Governing Board. If the Clerk is not able to attend a meeting the governors present at the meeting can appoint a member of the Governing Board (but not the Headteacher) to act as Clerk for that meeting. All meetings will be clerked by the Clerk to the Governors. The Clerk will keep a record of those governors and all other persons present at meetings of the Governing Board and any of its committees.

Within seven school days of the meeting, the Clerk will forward the draft minutes to the chair for checking, and also to the Executive Headteacher for FGB. Copies of the draft minutes, once checked by the Chair, will be sent to all members of the Governing Board within two weeks of the meeting. Committee minutes will be reviewed at the next meeting and will be amended if necessary, before approval at which point they will be signed and dated by the Chair of the Committee. Copies of the signed-off minutes are kept on SharePoint as of September 2024.

#### **Attendance**

The following persons have the right to attend any meeting of the Governing Board, this does not include panel meetings:

- a governor;
- the Headteacher of the school, whether or not that person is a governor;
- an associate member; and
- such other persons as the Governing Board may determine.

### **Voting**

Members of the Governing Board recognise that all decisions must be made by the Governing Board unless the Governing Board has delegated the function to a committee or individual.

Every question to be decided at a meeting of the Governing Board is to be determined by a majority of votes of the governors present and voting on the question; proxy voting is not allowed; voting by email is allowed only in an emergency. Voting by telephone or video conferencing is only permitted where the Governing Board have adopted alternative arrangements for governor participation as set out above.

Where there is an equal division of votes the chair (or the person acting as chair for the meeting) has a second or casting vote.

Some Governing Board and Committee meetings may occur on-line (using Teams or Zoom) and some governors may join face to face meetings remotely. All attendees will be able to vote on items within the agenda whether part of the physical meeting or connected remotely.

### **Declarations**

Governors will declare any pecuniary interest or conflict of interest with any agenda item at the beginning of the meeting. The Governing Board will maintain a register of business interests of its members. Every governor (and associate member) will read and agree to follow the Code of Conduct.

Created	April 2021
Reviewed	September 2024
Next review	September 2025
Updated by	Francesca Wilson

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## Terms of Reference for the Governing Board

The Governing Board takes a strategic role, monitors and evaluates the schools and is collectively accountable for its decisions.

<b>Remit</b>	To provide strategic leadership and accountability for all aspects of the Federation's performance
<b>Membership</b>	All governors as determined by the Instrument of Government. As per the constitution of governing bodies of maintained schools. The Executive Headteacher or any Governor may not attend when he/she is the subject under discussion, or there is a perceived conflict of interest.
<b>Elections</b>	Before an election takes place, the full Governing Board must decide the date on which the term of office of the chair or vice chair will end. The clerk will take the chair when the chair is being elected. Governors who work at the school and associate members cannot stand for election as chair or vice-chair.
<b>Procedural</b>	<ul style="list-style-type: none"> <li>• To draw up the Instrument of Government and any amendments thereafter</li> <li>• To appoint or remove the chair and vice chair in accordance with the Standing Order for the Election of Chair and Vice Chair</li> <li>• To ensure that the Executive Headteacher (EHT) provides such reports as reasonably requested by the Governing Board to undertake its role</li> <li>• To receive reports from the Local Advisory Board Committee's (to include Safeguarding, Health &amp; Safety and SEN), Finance and Staff Pay &amp; Conditions Committees to include their delegated functions, to consider whether further Board action is necessary</li> <li>• Appoint, adopt, suspend and remove governors and determine terms of office (including reviewing election procedure, material content and adopting a returning officer)</li> <li>• Appoint, adopt and remove a Clerk</li> <li>• Establish any procedures where not set down in legislation by adopting and implementing the Standing Orders and Terms of Reference for the Federation Board and its committees annually</li> <li>• To review the Governors Code of Conduct and to ensure that governor explicit agreement to it, is recorded in the minutes and recording of declarations of interest</li> <li>• Establish the committees to best serve the Federation</li> <li>• To delegate functions to committees, individual governors and the Executive Headteacher (Scheme of Delegation)</li> <li>• To review the scheme of delegation annually</li> <li>• Consider matters relating to the roles of the schools within the community</li> <li>• Consider training requirements and induction of new governors</li> <li>• Provide representation on grievance, complaint, capability, appeals (dismissal/redundancy) and exclusion panels</li> <li>• Publish proposals to change the category of any of the schools</li> </ul>
<b>Strategic</b>	<ul style="list-style-type: none"> <li>• Consider and review annually the long-term vision &amp; strategic direction for Federation and together with SLTs from all schools</li> <li>• Set ethos &amp; values for the Federation</li> <li>• Set priorities &amp; targets for the Federation</li> </ul>

	<ul style="list-style-type: none"> <li>• Consider requests from other schools to join the Federation or whether to form or join an Academy or Multi Academy Trust</li> <li>• To ensure that the schools meet for 380 sessions in a school year</li> </ul>
<b>Financial</b>	<ul style="list-style-type: none"> <li>• Approve final formal budgets and audited school funds for each school</li> <li>• Ensure the schools are compliant with the SFVS</li> <li>• Everyone on the board should be able to engage fully with discussions in relation to the financial performance of the schools</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• Appoint Senior Leaders and delegate a selection panel for Headteachers Appointment</li> <li>• Suspend or dismiss the Executive Headteacher</li> <li>• Approve staff structure for the Federation</li> </ul>
<b>Appraisals</b>	<ul style="list-style-type: none"> <li>• Determine appraisal cycle for EHT, appoint a EHT PM panel and review and approve the recommendations arising from that panel</li> <li>• Review and approve the recommendations arising from review of staff appraisals as presented by the SP&amp;C committee</li> </ul>
<b>School Improvement</b>	<ul style="list-style-type: none"> <li>• Ensure OFSTED recommendations are incorporated into the SIPs and RAPs</li> <li>• Monitor the Leadership area of each schools SEF identifying areas requiring improvement</li> </ul>
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>• Monitor the implementation of the Federation’s strategic priorities 2.1, 2.5 and 5.1</li> </ul>
<b>Attainment &amp; Progress</b>	<ul style="list-style-type: none"> <li>• Agree on the challenging targets set for student achievement /attainment in all schools, ensuring they are based on outcomes of robust data analysis, and that they monitor performance against them. Everyone on the board should be able to engage fully with discussions about data in relation to the educational performance the schools</li> </ul>
<b>Self-Evaluation</b>	<ul style="list-style-type: none"> <li>• Ensure reports from Local Advisory Board Committees include an evaluation of the schools’ provision, the progress of their SIPs so that they can ensure that they’re meeting the needs of all students and that they follow up on lines of enquiry</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Seek regular feedback from stakeholders as to how schools are regarded and determine actions as appropriate ensuring the Board demonstrate accountability to parents</li> </ul>
<b>Admissions</b>	<ul style="list-style-type: none"> <li>• Monitor student numbers, consult on changes to the Admissions Arrangements and consider admissions applications including appealing against LA direction to admit students</li> </ul>
<b>Policies</b>	<ul style="list-style-type: none"> <li>• Ratify policies as per the Policy Schedule</li> <li>• Ensure governor information and arrangements that are legally required information is published on the websites</li> <li>• Approve the Annual Governance Statement</li> <li>• Membership list of current governors including, Register of Business Interests</li> <li>• Terms of Reference for all committees</li> <li>• Governors Allowances</li> <li>• School Governance (Roles, Procedures and Allowances) (England) Regulations 2013</li> <li>• School Governance (Constitution) (England) Regulations 2012</li> <li>• The latest version of the Governance Handbook</li> </ul>

<b>Roles</b>	<ul style="list-style-type: none"> <li>• Elect or remove the Federation Board Chair and Vice Chair</li> <li>• To appoint chairs of committees based on their skills and experience</li> <li>• Appoint individual governors for Local Advisory Board Committees for statutory roles</li> <li>• To ensure Co-opted and Partnership governors in particular are appointed based on skills and expertise</li> </ul>
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## Terms of Reference for the Finance & Resources Committee

In order to conduct its business effectively the Governing Board has established a Finance Committee. The Finance and Resources Committee aims to effectively plan and monitor the financial resources of the school.

<b>Procedural</b>	<ul style="list-style-type: none"> <li>• This document defines the activities of this committee, its method of working and powers to act for <ul style="list-style-type: none"> <li>• Compton CofE Primary School</li> <li>• Compton CofE Primary Private fund</li> <li>• The Downland Alliance (Teaching School)</li> <li>• The Downs School</li> <li>• The Downs School Private Fund</li> <li>• The Downs School (Charitable) Trust</li> <li>• Beedon Primary school</li> <li>• Beedon Primary School Private Fund</li> <li>• Basildon Primary school</li> <li>• Basildon Primary School Private Fund</li> </ul> </li> <li>• The Governing Board taking account of the interests and expertise of Governors appoints this committee, to ensure it has competence to conduct its business.</li> <li>• The Governing Board will keep a watching brief on its composition and respond by instigating change to cater for the effect of changes in Governing Board membership.</li> <li>• The committee will normally meet a minimum of 3 times in each year.</li> <li>• The Chair of a Committee may call additional meetings if necessary or where requested by members of the committee.</li> <li>• Only Governors may vote at meetings.</li> <li>• The Chair of the committee, who shall not be an employee of the schools, shall be elected from amongst the voting members of the committee at the committee meeting following the first meeting of the Governing Board in the academic year.</li> </ul>
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<p><b>General</b></p>	<p>The principal role of committee is, in liaison with the Executive Headteacher, to consider, review and advise upon any matter within its remit and to report accordingly to the Governing Board, with recommendations for decision or action as appropriate. Work will include:</p> <ul style="list-style-type: none"> <li>• To support and advise the Executive Headteacher, the Director of Primaries, SBM and Governing Board on all financial matters relating to the schools.</li> <li>• To monitor and review the performance of the schools in relation to financial management standards and to ensure that the schools are complying, including the drawing up of WBC Internal Audit report action plans, overseeing the preparation for Schools' Financial Value Standard assessments and leading in dealing with any outcomes of such audits and assessments, ensuring that recommendations are acted upon</li> <li>• To monitor and ensure the schools' compliance in relation to relevant policies, rules and procedures as published from time to time by the Local Authority</li> <li>• To monitor and review the processes by which the schools achieve best value in its use of funding, including overseeing the decisions whether to 'buy-back' into Local Authority service provisions or to choose alternative providers and regularly benchmarking the schools' income and expenditure, establishing action plans based on the results to improve the schools' effectiveness in fund usage. To prepare on a timely basis as required an annual Best Value statement for approval by the Governing Board before publication.</li> <li>• To establish and review the principles and objectives of the approach to cases of hardship and ensure they are accurately reflected in the relevant Policies (e.g. Charging Policy)</li> <li>• To review any contracts for services drawn up by the schools, (per the limits in the financial management policy) noting any possible conflict of interest. To seek external professional advice regarding these as deemed necessary.</li> <li>• To gain maximum benefit from the Local Authority's scheme of financial delegation.</li> <li>• To evaluate the schools' practice and procedures through a recognised risk assessment process.</li> <li>• To agree any expenditure or requirement beyond the powers delegated to the Executive Headteacher, as determined by the Financial Management Policy.</li> <li>• To ensure that all Governors on the committee have the relevant experience or appropriate training to be able to confidently interpret and understand the data provided to them and ensure that information is provided in a clear and consistent fashion to ensure familiarity with reports</li> <li>• To complete the self-evaluation of Governing Board competencies on an annual basis in respect of the Chair of the Governing Board, the Chair of the finance committee, and any Governor with a finance role.</li> <li>• Provide regular reports to the Board.</li> </ul>
<p><b>System Controls and Procedures</b></p>	<ul style="list-style-type: none"> <li>• To seek to hold the school responsible for the completion of accurate accounts.</li> <li>• To ensure that the school adheres to the West Berkshire Scheme for Financing Schools.</li> <li>• To annually review and update the financial management policies and procedures, and determine levels of delegation to committees and individuals, and ensure this is formally approved by the FGB.</li> <li>• To review and update the Register of Authorising Officers with their appropriate delegated limits of authority and ensure this is formally approved by the FGB.</li> </ul>

	<ul style="list-style-type: none"> <li>• To keep in-school financial procedures under review and ensure that the school can demonstrate that all staff with financial responsibility have an up-to-date copy.</li> <li>• To ensure a procedure for Governors to claim expenses is in place</li> <li>• To receive and review the periodic LA audits and annual SFVS self-evaluations and ensure recommendations arising from these are properly implemented and ensure this is formally approved by the FGB.</li> <li>• To evaluate and present to the Governing Board the annual Statement of Internal Controls and ensure this is formally approved by the FGB</li> <li>• To establish and review a Disaster Recovery Plan.</li> </ul>
<b>Budget Planning and Review</b>	<ul style="list-style-type: none"> <li>• In line with a set annual timetable to conform with the requirements of the Local Authority and other Government Boards, to review and agree the annual budgets for all sources of school's income and all schools expenditure relating to all activities undertaken by the schools, for recommendation to the Governing Board for approval. When reviewing the budget, the Committee shall consider the aims and objectives of the schools and School Improvement Plan and ensure that the budget supports and reflect these as far as possible.</li> <li>• To recommend the final budget for approval to the Governing Board.</li> <li>• To receive and review reports from the SBM (at The Downs) on income, expenditure and commitments outstanding for all the schools' activities during the financial year</li> <li>• To review financial performance against budget and evaluate the effectiveness of financial decisions.</li> <li>• To maintain focus on the long term (3 years+) financial health of the school, by having a clear understanding of the forecast and by taking decisions as necessary to ensure the school remains in good financial health.</li> <li>• To engage in strategic financial planning.</li> <li>• To undertake short- and long-term financial planning, liaising and communicating with other Governors committees as necessary.</li> <li>• To ensure that the school has a long-term balanced budget</li> <li>• To consider a budget monitoring report, including the approval of virement decisions within agreed limits, at least three times per year, and to report significant anomalies from the anticipated position to the Governing Board</li> <li>• To monitor progress and evaluate the effectiveness of the priorities allocated to the committee within all areas of the School Development Plan.</li> <li>• To ensure there are sufficient funds available following the staffing appraisal and pay committee's decisions for teaching staff (excluding the Executive Headteacher).</li> <li>• To ensure there are sufficient funds are built into future forecasts following the FGB approval of the Executive Headteacher's pay decision.</li> <li>• To provide advice on major expenditures items in advance of approval by the FGB.</li> </ul>
<b>Value for Money</b>	<ul style="list-style-type: none"> <li>• Review spending to ensure it provides value for money in Terms of raising standards in education and use such work to prepare the Best Value Statement for approval by the Governing Board.</li> <li>• To benchmark school financial performance and report to the Governing Board.</li> <li>• To analyse and report on tenders for large contracts and Service Level Agreements.</li> </ul>
<b>Statutory</b>	<ul style="list-style-type: none"> <li>• To review and approve decisions in respect of material service agreements and insurance as appropriate.</li> </ul>



<b>Pupil Premium</b>	<ul style="list-style-type: none"> <li>• Review of performance of Pupil Premium students against annual school performance to ensure impact of spend</li> </ul>
<b>Voluntary Funds</b>	<ul style="list-style-type: none"> <li>• To appoint an external auditor for all non-public (voluntary) funds, trading accounts, charity funds etc. which must be run in accordance with LA regulations.</li> <li>• To receive and respond to annual audit reports, prior to presentation to the Governing Board for approval.</li> <li>• To receive the report of the private school funds and the charitable trust “The Downs School Trust”.</li> <li>• To review the appointment of suitably competent and independent auditors and receive the audited accounts of the School Fund and The Downs School Trust.</li> <li>• To approve the appointment of two Governor trustees to the Downs School Trust</li> <li>• 2 Governors to sit on the Trust – including the Executive Headteacher.</li> </ul>
<b>Policies</b>	The committee will review and utilise relevant policies to achieve it’s objectives
<b>Monitoring</b>	Monitor the implementation of the Federation’s strategic priority 1.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• To monitor and ensure that the grounds, buildings, fixtures and fittings and ICT facilities are developed, purchased, serviced and maintained to ensure effective planning and safeguarding of those assets, taking note of any advice from the Health &amp; Safety Governor.</li> <li>• To develop an annual Site Management Plan that contributes to the LA Asset Management Plan.</li> <li>• Oversee the Site Management Plan, considering priorities, monitoring progress, spend against budget and conducting post-project review and inspections (value for money, quality of work etc.).</li> <li>• To inspect the premises and grounds annually, and ensure recommendations arising from this are properly implemented.</li> <li>• Consider proposals for premises-related projects in line with financial criteria outlined by the finance committee, and monitor the progress of those projects.</li> <li>• In consultation with the Executive Headteacher and the finance committee, to oversee any premises-related funding bid</li> <li>• To monitor the cleaning, catering and grounds maintenance contracts to ensure contractors are meeting their Service Level Agreements and complying with legal and safeguarding regulations.</li> <li>• To ensure that the Governing Board’s responsibilities regarding litter and refuse are discharged according to section 89 of the Environmental Protection Act 1990, so far as is practicable.</li> <li>• To ensure that Health and Safety regulations are followed and prioritised appropriately.</li> <li>• To receive latest Health and Safety inspection reports and agree any actions</li> </ul>

## Terms of Reference for the Staffing, Pay & Conditions Committee

The Staffing, Pay and Conditions Committee aims to plan and monitor the schools' staffing provision.

<b>Disqualification</b>	<ul style="list-style-type: none"> <li>No members of staff may vote on this Committee (except the Executive Headteacher). The Executive Headteacher may not vote on matters associated with the specific delegation with respect to All Staff, or any other matter that they propose.</li> </ul>
<b>Procedural</b>	<ul style="list-style-type: none"> <li>To meet at least twice a year.</li> <li>To appoint or remove the committee Chair and Vice Chair.</li> <li>The committee shall be Clerked by the Clerk to the FGB.</li> <li>The Chair of the Governing Board and the Executive Headteacher are ex-officio members of the committee and may attend each committee meeting and may vote.</li> <li>To monitor, review and approve the policies according to the Policy Review Schedule.</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>To ensure that all Governors on the committee have the relevant experience or appropriate training to be able to confidently interpret and understand the data provided to them.</li> <li>Provide regular reports to the Board.</li> </ul>
<b>Specific Delegation with respect to All Staff</b>	<ul style="list-style-type: none"> <li>To review the Executive Headteacher's recommendations regarding staff pay in relation to their appraisals.</li> <li>To approve staff pay increases where appropriate and inform the Governing Board</li> </ul>
<b>Planning and Review</b>	<ul style="list-style-type: none"> <li>To review the staffing structure of the schools ensuring that all aspects of the schools are appropriately led, managed and resourced</li> <li>To support the development of performance management policies within the schools</li> <li>To support the development of training programmes for all staff ensuring that schools' priorities are supported effectively</li> <li>To monitor the effectiveness of CPDL, in the context of staff development.</li> <li>To ensure that the schools recruit effectively to vacant posts</li> <li>To ensure that the schools have due regard for the well-being of staff</li> <li>To monitor staff attendance</li> <li>To review the Staff Questionnaire</li> <li>Approve applications for early retirement, secondment, and leave of absence not covered by local agreement</li> </ul>
<b>Staff Appraisal</b>	<ul style="list-style-type: none"> <li>To ensure that the Staff Appraisal process is documented and effective.</li> <li>To review the quality of performance management objectives to ensure they are appropriate, robust and enforced.</li> <li>To monitor progress against appraisal objectives</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>To recommend changes in the staffing structure to the finance committee</li> </ul>
<b>Monitoring</b>	Monitor the implementation of the Federation's strategic priorities 4.1, 4.2, 5.2, 5.3, 5.6, 5.7, 5.8, 6 and 6.1

## Terms of Reference for the Local Advisory Board Committees

To provide strategic oversight of the schools

Meetings	<ul style="list-style-type: none"> <li>• 6 meetings per annum</li> </ul>
Delegated responsibilities	<ul style="list-style-type: none"> <li>• Agree the vision and ethos for each school</li> <li>• Monitor the impact and progress of all aspects of the SIP on the outcomes of all students</li> <li>• To monitor the Behaviour &amp; Attitudes, Personal Development and Quality of Education areas of the SEF</li> <li>• Ensure a broad and balanced curriculum which conforms to legal requirements and meets all student need</li> <li>• To monitor the impact of quality of teaching and learning by reviewing attainment, progress and outcomes for all groups against targets set</li> <li>• Scrutinise a range of student performance data to evaluate the school's performance, including using; OFSTED Inspection Dashboard, ASP online, Compare school and college performance, 16-19 Inspection Dashboard, the Director of Primaries Reports (primaries only), ALPS (TDS only) and the Headteachers Reports</li> <li>• Safeguarding monitoring and compliance</li> <li>• Inclusion provision and progress of SEN, PPG, LAC, EAL, More-able and Services Children (inc. impact of spend on PP on overcoming barriers to learning)</li> <li>• Evaluate the impact of the allocation of the Sport Premium Grant and closely monitor the progress of EYFS 2yr old funding (primaries only)</li> <li>• Evaluate the impact of the allocation of Year 7 Literacy &amp; Numeracy Catch Up Premium (TDS only)</li> <li>• Monitoring pastoral provision, bullying incidents and student wellbeing</li> <li>• Attendance, exclusions and behaviour monitoring</li> <li>• Engaging with parents, local community and stakeholders including receiving reports from the student voice to triangulate impact of SDP</li> <li>• Being a point of consultation and representation</li> <li>• Monitor the quality and impact of careers guidance (TDS) and careers with the curriculum (primaries)</li> <li>• Monitor the provision of Christian &amp; British Values (primaries only)</li> <li>• Approve residential visits and activities</li> <li>• LAB chairs must include Safeguarding and Health &amp; Safety in their reports to FGB</li> <li>• Monitor and approve policies as per the Policy Schedule</li> <li>• Report to every FGB meeting on progress with SIP tactics</li> </ul>
SIP Tactics	<ul style="list-style-type: none"> <li>• Headline SIP priorities to monitor each year</li> </ul>
Chair & Vice Chair	<ul style="list-style-type: none"> <li>• Appointed by Federation Board based on skills and experience</li> </ul>
Governors	<ul style="list-style-type: none"> <li>• To be appointed based on skills and expertise.</li> <li>• TDS LAB - Must include 1 x parent governor and 2 x partnership governor</li> <li>• Primary LABs - Must include 1 x parent governor, 1 x staff governor and 3 x foundation governors</li> </ul>
Decisions	<ul style="list-style-type: none"> <li>• Decisions are deemed to be decisions of the Federation Board</li> </ul>

## Terms of Reference for the Executive Headteachers Appraisal Panel

The membership of the Executive Headteacher Appraisal Panel is agreed by the Governing Board as the Chair of the staff, pay and conditions committee, the Chair of the finance and resources committee and the Chair of Governors.

<b>Procedural</b>	<ul style="list-style-type: none"> <li>To meet at least twice a year.</li> </ul>
<b>Membership</b>	<ul style="list-style-type: none"> <li>No staff Governors may serve on this committee (including the Executive Headteacher)</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>To ensure that all Governors on the committee receive the necessary training to be able to confidently perform this role.</li> </ul>
<b>Specific Delegation</b>	<ul style="list-style-type: none"> <li>Appraisal should be a supportive, developmental process designed to ensure that executive school leaders have the skills and support that they need to carry out their role effectively. The appraisal process should help to ensure that executive school leaders continue to improve their professional practice throughout their careers.</li> <li>Ensure the robust appraisal process in place minimises impact on workload.</li> <li>Work with the Boards appointed external adviser for advice and support on the EHTs appraisal and to consult that adviser on setting objectives for, and appraisal of, the headteacher;</li> <li>Inform the EHT of the standards against which their performance will be assessed</li> <li>Set objectives for the EHT, whilst having regard to the work-life balance of the EHT</li> <li>Appraise the performance of the EHT, assessing their performance of their role and responsibilities against the relevant standards and their objectives;</li> <li>Assess the EHTs professional development needs and action needed to address them;</li> <li>Make a recommendation on EHTs pay, where relevant;</li> <li>Give the EHT a written report of their appraisal which includes the assessments and recommendation above</li> </ul>

## Terms of Reference Panel Hearings

All panels are to be convened by the Clerk to the Governing Board. The Full Governing Board to ensure all Governors on the panels receive the necessary training to be able to confidently perform the role. All panels to be made up of any three Governors from the Governing Board who are suitably qualified to undertake the role, and available on the date specified.

The Headteacher is disqualified from serving on any panels. Any Governor having a connection with either a student, a member of staff or the incident in question which could affect their ability to act impartially, should not serve on that panel. Associate members cannot sit on an appeal panel.

<b>Complaints</b>	<ul style="list-style-type: none"> <li>• To conduct the investigation and make any determination or decision as per the Governing Board’s Complaints Policy.</li> <li>• To ensure that all Governors on the panel receive the necessary training to be able to confidently perform this role.</li> <li>• To be made up of three governors with no prior involvement or knowledge of the complaint</li> </ul>
<b>Discipline, Capability and Grievance</b>	<ul style="list-style-type: none"> <li>• To make any decisions under the Governing Board’s discipline and grievance and capability procedures.</li> </ul>
<b>Discipline, Capability and Grievance Appeals</b>	<ul style="list-style-type: none"> <li>• To consider any appeals against a decision to dismiss a member of staff or against a decision short of dismissal e.g. disciplinary, grievance or capability.</li> <li>• No members of the disciplinary, grievance or capability panel should be on the appeals panel.</li> </ul>
<b>Exclusion</b>	<ul style="list-style-type: none"> <li>• To consider any representations by parents in the case of an exclusion.</li> <li>• To consider the appropriateness of any permanent exclusion or fixed-term exclusion which totals 15 days or more in a seasonal term, or where a student is denied the chance to take a public examination.</li> </ul>
<b>Staff Pay Appeals</b>	<ul style="list-style-type: none"> <li>• To consider any appeals against a decision in relation to staff pay.</li> <li>• No members of the Staff Appraisal and Pay Committee should be on the appeals panel.</li> </ul>
<b>Staff Redundancy</b>	<ul style="list-style-type: none"> <li>• To make any decisions on behalf of the Governing Board in relation to staff redundancy</li> </ul>
<b>Staff Redundancy Appeals</b>	<ul style="list-style-type: none"> <li>• To consider any appeals against a decision in relation to staff redundancy.</li> <li>• No members of the staff redundancy panel should be on the appeals panel.</li> </ul>

## Terms of Reference and Delegation of Functions to the Executive Headteacher

The Executive Headteacher is expected to provide the Governing Board with such reports in connection with these functions as it requires. The Executive Headteacher has the right to attend any committee meetings, subject to the statutory rules on withdrawal. The Executive Headteacher cannot clerk committee meetings.

<b>Budget</b>	<ul style="list-style-type: none"> <li>• To make miscellaneous financial decisions up to an agreed limit of £50,000.</li> <li>• To enter into contracts up to the limit of £49,999.</li> <li>• To monitor monthly expenditure.</li> <li>• To make payments.</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• To appoint teachers and non-teaching staff.</li> <li>• To establish disciplinary/capability procedures.</li> <li>• To suspend staff.</li> <li>• To dismiss staff.</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• To ensure the National Curriculum is taught to all students and consider disapplication for students as appropriate.</li> <li>• To establish and implement a Curriculum Policy.</li> <li>• To decide which subject options should be taught.</li> <li>• To be responsible for standards of teaching.</li> <li>• To be responsible for each individual student's education.</li> <li>• To agree the content of any sex and relationship education and to keep an up-to-date written policy for its delivery.</li> <li>• To ensure the balanced treatment of political issues and to prohibit political indoctrination.</li> </ul>
<b>Appraisals</b>	<ul style="list-style-type: none"> <li>• To formulate and implement an Appraisal Policy.</li> </ul>
<b>Target Setting</b>	<ul style="list-style-type: none"> <li>• To set targets for student attainment.</li> </ul>
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>• To provide religious education in line with LA guidelines.</li> </ul>
<b>Collective Worship</b>	<ul style="list-style-type: none"> <li>• To ensure, after consultation with the Governing Board, that the Primary school students take part in regular collective worship.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• To ensure that Health and Safety regulations are followed.</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• To ensure that safeguarding and child protection regulations are followed.</li> <li>• To ensure the Designated Safeguarding Leads (DSL) and Deputy DSLs receive regular safeguarding training.</li> </ul>
<b>School Organisation</b>	<ul style="list-style-type: none"> <li>• Where determined by the Governing Board, to ensure that school lunch nutritional standards are met in all schools.</li> </ul>
<b>Information for Parents</b>	<ul style="list-style-type: none"> <li>• To prepare and publish The Downs School Prospectus.</li> <li>• To ensure that the information on the schools' websites is always current and complies with statutory requirements.</li> <li>• To ensure that free school meals are provided for those students meeting the criteria.</li> <li>• To ensure that parents are aware of their right to withdraw their child from collective worship, religious education, and sex and relationship education.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• To ensure a report on each student's educational achievement is forwarded to parents and carers.</li></ul> |
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## Terms of Reference for the Behaviour, Attitudes & Safeguarding Governors

<b>Guiding Principles</b>	<p>There would be one Behaviour, Attitudes and Safeguarding Governor for the Primaries and one for TDS.</p> <ul style="list-style-type: none"> <li>• To act as a ‘critical friend’ to the schools, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory Governing Board responsibilities are met.</li> <li>• Support the Designated Safeguarding Lead who is responsible for Safeguarding within the schools</li> <li>• Develop knowledge in keeping children safe and take part in relevant training</li> <li>• Keep the Governing Board informed about safeguarding and act as a link between governors and staff</li> </ul>
<b>Strategic Priority Monitoring Areas</b>	<p>Monitor the implementation of the school's strategic priorities 2.4 and 2.6</p>
<b>Responsibilities</b>	<p>The link governor for safeguarding will:</p> <ul style="list-style-type: none"> <li>• Make sure the school has suitable and up-to-date policies for:             <ul style="list-style-type: none"> <li>• Child protection</li> <li>• Staff code of conduct/staff behaviour</li> <li>• Handling allegations of abuse against staff and volunteers</li> </ul> </li> <li>• Monitor the school’s safeguarding systems and procedures</li> <li>• Make sure the school has an appropriate safeguarding response to children who go missing from education</li> <li>• Make sure the school has appropriate online filters and monitoring systems in place</li> <li>• Make sure the school has appointed a designated safeguarding lead (DSL)</li> <li>• Meet regularly with the DSL to monitor that the school’s policies and procedures are effective and all staff and governors have had the appropriate level of training including respect of allegations against staff</li> <li>• Make sure the DSL has sufficient time, resources and training to carry out their role effectively</li> <li>• Discuss with the DSL general child protection and broader safeguarding issues within the schools and as such, be able to provide reports to the Governing Board in respect of themes and issues within the schools and locality to enable adequate oversight, understanding and development of solutions</li> <li>• Make sure the school has appointed a designated teacher to promote the educational achievement of looked-after and previously looked-after children, and that this person has appropriate training</li> <li>• Make sure the curriculum covers safeguarding, including online safety</li> <li>• Make sure that checks to the single central record (SCR) are happening and ensure staffing checks are completed</li> <li>• Keep the Governing Board up to date with statutory guidance relating to safeguarding and child protection and any advice issued locally by the school’s safeguarding partners</li> <li>• Inform the Board of whether it needs to make any changes (e.g. in light of new regulations)</li> <li>• Consider the schools’ annual safeguarding audit and monitor subsequent action plans</li> <li>• Update the board on how monitoring activities are going</li> </ul>



	<ul style="list-style-type: none"> <li>To attend Universal Safeguarding Level 1 Training every 3 years and other refresher training offered as appropriate to the role and relevant to issues within the schools and locality</li> <li>Encourage other members of the Board to develop their understanding of their safeguarding responsibilities and to ensure all governors have the necessary face to face Level 1 Safeguarding training every three years as a minimum</li> </ul> <p>The link governor for safeguarding will not:</p> <ul style="list-style-type: none"> <li>Produce a safeguarding report to the Board, as this is done by the headteacher or DSL</li> <li>Deal with specific safeguarding incidents, but they will be notified by school leaders when they happen</li> </ul>
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## Terms of Reference for the Health & Safety and Site Governors

<b>Guiding Principles</b>	<p>There would be one Health &amp; Safety Governor for the Primaries and one for TDS.</p> <ul style="list-style-type: none"> <li>Make pre-arranged visits to the school, with a clear focus</li> <li>Keep the Governing Board informed about Health &amp; Safety, for which they're responsible, and act as a link between governors and staff</li> <li>Support the member of staff who is responsible for Health &amp; Safety within the schools</li> <li>Develop knowledge in Health &amp; Safety and take part in relevant training</li> <li>Make sure the school has relevant policies in place and ensure scrutiny of the procedures and practice on behalf of the full Governing Board</li> </ul>
<b>Strategic Priority Monitoring Areas</b>	<p>Monitor the implementation of the school's strategic priorities for Health &amp; Safety in particular Priorities 1.3 and 1.4</p>
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>To attend health and safety inspections and/or walks performed by the local authority.</li> <li>To report back after such visits,</li> <li>Make sure the health and safety policy is up-to-date, complies with legislation, meets best practice and reflects the school's circumstances</li> <li>Make sure that staff know where to find the school's risk assessments and that these are up to date and carried out for all the relevant areas</li> <li>Check the school's record of accidents and near misses to look for any patterns which could cause concern</li> <li>Make sure accidents are investigated and steps are taken to avoid them happening again</li> <li>Monitor how staff are managing health and safety by carrying out an audit of procedures once a year</li> <li>Make sure the school has an emergency plan</li> <li>Check that school staff receive relevant information from school management about health and safety and that there's a process to inform them of changes</li> <li>Make sure that names and work locations of first aiders and first aid boxes are displayed through the school</li> <li>Make sure all appropriate health and safety checks are carried out (for example, fire alarm tests)</li> <li>Attend any relevant training for health and safety link governors</li> </ul>

	<ul style="list-style-type: none"> <li>Report back to the Governing Board about health and safety issues and developments making recommendations as appropriate</li> </ul>
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## Terms of Reference for the SEND & PP Governors

<b>Guiding Principles</b>	<p>There would be one SEND &amp; PP Governor for the Primaries and one for TDS.</p> <ul style="list-style-type: none"> <li>Consider the allocation of resources to SEND, PP, LAC, EAL and all vulnerable groups</li> <li>Focus on narrowing the attainment gaps between disadvantaged students and other students</li> <li>Have oversight of the arrangements for SEND &amp; PP students</li> <li>Report to the LAB committee on a termly basis and will also liaise with other committees as relevant</li> </ul>
<b>Strategic Priority Monitoring Areas</b>	Monitor the implementation of the school's strategic priorities 2.4, 2.6 and 3.1
<b>Responsibilities</b>	<p>The link governor for special educational needs and disabilities (SEND) will understand:</p> <ul style="list-style-type: none"> <li>The Governing Board's responsibilities under the special educational needs and disability (SEND) Code of Practice</li> <li>The different special educational needs and disabilities represented at the school</li> <li>The local and national policy context for SEND</li> <li>The systems for PP provision regarding funding, identification of PP students, monitoring of progress and attainment of students with PP</li> <li>To obtain and become familiar with the school's PP and SEND policies</li> </ul> <p>Ensure the school:</p> <ul style="list-style-type: none"> <li>Makes the necessary special educational provision for any student with SEN</li> <li>Meets the needs of students with SEND</li> <li>Makes reasonable adjustments in line with the Equality Act 2010</li> <li>Ensures that all students with SEND join in with the everyday activities of the school together with the children without SEND</li> <li>Has appointed a SENCO and they have received appropriate training</li> <li>Has a suitable and up-to-date SEN information report and policy which is published on the website</li> <li>Considers any issues regarding the performance and / or welfare of PP and SEND students in the school improvement plan</li> <li>Have published information on its website about PP allocation, its spend and impact, and that parents can find this information</li> <li>That the schools make good use of their SEND budget and resources</li> </ul> <p>Meet the SENCO and Staff responsible for management of PP and vulnerable groups on a termly basis to monitor:</p> <ul style="list-style-type: none"> <li>All aspects of SEND &amp; PP provision</li> <li>To monitor the progress and attainment of SEND &amp; PP pupils over time to provide evidence of how they are progressing compared with others</li> <li>The attainment of students from vulnerable groups over time to provide evidence of how they are progressing compared with others and any actions taken to address underperformance and actions taken to address these issues</li> </ul>

	<ul style="list-style-type: none"> <li>• The attendance, punctuality and behaviour (including exclusions) of all vulnerable groups and actions taken to address these issues</li> <li>• The spending of PP, and its impact thereof, ensuring money is spent in identifiable ways to support target groups, and that it is having the desired impact</li> </ul> <p>They will report to the Governing Board on the monitoring work carried out, ensuring that the Board:</p> <ul style="list-style-type: none"> <li>• Is up to date about issues related to SEND</li> <li>• Considers SEND in any budget discussions</li> <li>• Asks challenging questions about the school’s SEND provision and strategies</li> <li>• Have an awareness of systems for PP provision regarding funding, identification of PP pupils, monitoring of progress and attainment of pupils with PP</li> <li>• Receive up-to-date information on the use of PP funding within the Federation and of any actions or decisions made</li> </ul> <p>They will also attend training on the role of the SEND &amp; PP link governor, as appropriate.</p>
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<b>Terms of Reference for the Fundraising, Community &amp; Communication Governor</b>	
<b>Guiding Principles</b>	It's the Board's responsibility to be sure that the schools have an effective strategy for engaging meaningfully with all stakeholders to inform strategic decision making.
<b>Strategic Priority Monitoring Areas</b>	Monitor the implementation of the school's strategic priorities for Stakeholder engagement, marketing and fundraising in particular Priorities 1.5, 1.6, 2.2, 2.3 2.4, 2.8
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Head up the Governing Board’s Working Party</li> <li>• Attend parent and staff Fundraising meetings where relevant</li> <li>• Review the marketing plan, the key messages, what makes the schools unique, their brand and identity</li> <li>• Ensure a focus on driving up pupil numbers</li> <li>• Ensure fundraising plans tie in with strategic priorities and SIPs</li> <li>• Discuss plans to bring the community together including the focus for the Community Forum</li> <li>• Ensure local opportunities are being tapped into to benefit students including TDS Mentoring Scheme and enhanced enrichment opportunities</li> <li>• Attend open days and fundraising events and raise the school and governor’s profile</li> <li>• Support income generation and grant applications</li> <li>• Help parents to understand the structure of the school and how it operates to enable them to support their children's education</li> <li>• Draft the Governing Board’s Annual Statement to inform stakeholders about the work the Board have done that year</li> </ul>

## Terms of Reference for the Personal Development Governor (and Careers for TDS)

<b>Guiding Principles</b>	<p>There would be one Personal Development Governor for the Primaries and one for TDS.</p> <p>Promoting equality of opportunity and an inclusive environment to ensure everyone has the same opportunities, regardless of their different needs, characteristics and backgrounds</p>
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Monitor the strategic priorities 2.3, 4.3, 5.4 and Personal Development SEF</li> <li>• Have an overview of the Student Voice and Student Leadership across the schools</li> <li>• Ensure the schools are developing responsible, respectful and active citizens, with an understanding of fundamental British values and the confidence, resilience and knowledge so that they can keep themselves mentally healthy</li> <li>• Ensure the school is:             <ul style="list-style-type: none"> <li>• providing equal access to learning and opportunities and creates a welcoming and respectful environment for all pupils</li> <li>• providing a happy, safe and secure learning environment in which everyone feels respected and cared for (including wellbeing and mental health)</li> <li>• inspires pupils by providing an exciting and challenging range of learning opportunities, where achievement is celebrated and valued</li> <li>• values the involvement of the whole school community, encouraging and enabling all pupils to contribute positively</li> <li>• equips all pupils with high levels of confidence and self-esteem and helps them develop life skills</li> <li>• ensures all pupils have access to a broad and balanced curriculum</li> <li>• Providing an effective careers programme in line with the government’s statutory guidance on careers advice</li> </ul> </li> <li>• Ensure you have a solid understanding of the governors’ responsibilities under equalities legislation and ensure the schools are compliant (Equality Act 2010, Public Sector Equality Duty, Accessibility plan etc.)</li> <li>• Attend student of House Council, meet with student leaders, Rainbow Clubs, etc. observe and have discussions with staff and pupils</li> <li>• Personal Development Governor to consider:             <ul style="list-style-type: none"> <li>• Extra-curricular activities offered by the school</li> <li>• How curriculum subjects such as citizenship, RE, and others contribute to pupils’ personal development</li> <li>• How well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature</li> <li>• How well leaders develop pupils’ character through the education that they provide</li> <li>• The quality of debate and discussions that pupils have</li> <li>• Pupils’ understanding of the protected characteristics and how equality and diversity are promoted</li> <li>• The quality of careers information, education, advice and guidance, and how well it benefits pupils in choosing and deciding on their next steps</li> </ul> </li> <li>• For careers specifically             <ul style="list-style-type: none"> <li>• Be guided by the DFE’s statutory guidance on Careers guidance and access for education and training providers <a href="https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools">https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools</a></li> <li>• Setting up regular meetings with the careers leader so you can monitor what the school's doing</li> <li>• Be the link between governors and staff, and to report to the Board on things like:</li> <li>• Subject delivery</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Consider how careers guidance links to the school improvement plan (SIP) and contributes to pupils' learning</li> <li>• How conversations with local businesses are going, including what skills they're looking for</li> <li>• The range of education and training providers who've had the chance to talk to pupils in years 8 to 13</li> <li>• The impact of your school's careers programme, and activities such as focus days, workshops and work experience</li> <li>• Work with the careers leader to establish partnerships with local businesses</li> </ul>
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<b>Terms of Reference for the Quality of Education Governors (to include EYFS for Primaries &amp; 6<sup>th</sup> Form for TDS)</b>	
<b>Guiding Principles</b>	<ul style="list-style-type: none"> <li>• To work closely with school leaders to get the insights you need to help the Board hold staff to account and drive improvement.</li> <li>• Establish what the schools are trying to achieve through their curriculum (Intent)</li> <li>• Ascertain how the curriculum is being delivered (Implementation)</li> <li>• Ensure the curriculum is making a difference (Impact)</li> </ul>
<b>Monitoring</b>	<p>Monitor the implementation of the school's strategic priority 3 together with:</p> <ul style="list-style-type: none"> <li>• Attainment and progress, especially at the end of a Key Stage and for key groups within the schools (including pupils with SEN, pupil premium-eligible pupils, and pupils with EAL)</li> <li>• Teacher workload and development</li> <li>• Subject improvement plans</li> <li>• The quality of resources</li> <li>• Pupil and parent engagement with the subject</li> <li>• The curriculum (what you teach, why you teach it, and how you teach it)</li> <li>• The impact of interventions</li> </ul> <p>Discuss with senior leaders what progress will look like that year.</p> <p>When agreeing visit focus consider:</p> <ul style="list-style-type: none"> <li>• The SIP (monitor how SLT are working to achieve the objectives)</li> <li>• Any adjustments for recovery or catch-up – you should consider how you'll monitor any use of the catch-up premium and school-led tutoring grant</li> <li>• Remote education provision</li> </ul> <p>Questions to consider during monitoring visits:</p> <ul style="list-style-type: none"> <li>• Discuss the curriculum plan for subjects</li> <li>• How the subjects fit together in the wider curriculum</li> <li>• How are they are monitoring these topics/subjects across the schools? How often do they do this? What's the impact of monitoring?</li> <li>• Are there any barriers to meeting the improvements/objectives/targets?</li> </ul>
<b>EYFS Specific</b>	<p>Be familiar with national and local EYFS legislation and guidance.</p> <p>Attend relevant training and facilitate any training needs of the Board.</p> <p>Take the lead in championing the EYFS and being an advocate for this crucial stage of development of the child.</p>

	<p>Participate in the monitoring of the school’s arrangements for the EYFS, in liaison with the headteacher and relevant members of staff.</p> <p>Monitoring questions to consider:  Tell me about how you designed your early years curriculum?  How do you monitor, record and report progress in the EYFS?  How do you support different pupil groups in the EYFS?  How do you manage the transition for pupils from home or nursery into school?  How do you manage the transition to Key Stage 1?  How do you make sure staff to child ratios are maintained?  How is your classroom and outdoor space organised to support pupils’ learning?</p>
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<b>Terms of Reference for the Wellbeing Governor</b>	
<b>Guiding Principles</b>	<p>There would be one Wellbeing Governor for the Primaries and one for TDS.</p> <p>To work closely with each schools mental health and wellbeing leads to gather the insights you need to hold staff to account and drive school improvement in this area</p>
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>• Regularly remind governors about wellbeing aspects of all areas of your board's work</li> <li>• When the board is approving a policy, consider its potential impact on staff and/or pupil wellbeing</li> <li>• Help the Chair consider Governor wellbeing</li> <li>• Keep the board updated</li> </ul> <p>Through monitoring wellbeing in your schools, you'll report to the board on:</p> <ul style="list-style-type: none"> <li>• New or existing wellbeing initiatives in place in the schools</li> <li>• What areas of wellbeing you’ve looked at in your schools and what questions you've asked your wellbeing leads</li> </ul> <p>You will undertake</p> <ul style="list-style-type: none"> <li>• Regular meetings with the wellbeing leads and asking questions</li> <li>• Visits to the schools to see wellbeing initiatives in action</li> <li>• Talking to pupils, parents and staff (or conducting a survey)</li> <li>• Reports from the wellbeing leads</li> </ul> <p>Further information can be found at <a href="https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/wellbeing-link-governor-role-description/?marker=full-search-q-wellbeing-result-7">https://schoolgovernors.thekeysupport.com/the-governing-body/roles-on-the-governing-body/link-governors/wellbeing-link-governor-role-description/?marker=full-search-q-wellbeing-result-7</a></p>