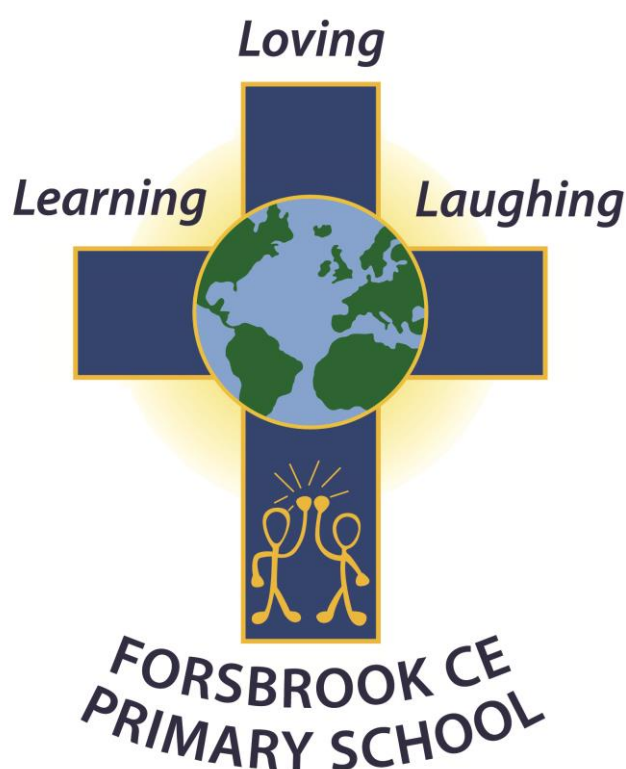


# **FORSBROOK C.E. (C) PRIMARY SCHOOL**

## **Policy: Link Governor Role**



<b><u>Updated:</u></b>	<b>February 2019</b>
<b><u>Co-ordinator:</u></b>	<b>Standards Committee</b>
<b><u>To FGB</u></b>	<b>March 2019</b>
<b><u>Next Review Date:</u></b>	<b>Spring Term 2022</b>

## Forsbrook Primary School

### Link Governors

The School has link governors for:

<u>Curriculum Specific</u>	Named Governor
• Core Subjects:- Literacy/English, Numeracy/Mathematics,	RW
• Science, ICT	
• Humanities (History/Geography) MFL	IC
• Art/Music/Drama	
• PE PSHE	CB
• RE Collective Worship	JR/ML/IC
• Early Years Foundation Stage	GH

### General

• Safeguarding/LAC	CB
• Prevent	JR
• SEN	CB
• E-safety	JH
• Health and Safety	WK
• Pupil Premium	RW
• Sports Premium	CB

### **Role of 'Link' Governors**

- To enable the governing body to be better informed about every aspect of the curriculum, so that they can approve the School Development Plan (SDP) from a wider knowledge base;
- To allow governors to see first-hand the resources used in school, the fabric of the building etc, so that they can make informed decisions about future budget allocations;
- To form part of monitoring and evaluation of the progress of the SDP;
- To build up relationships, based on mutual trust and respect, between governors and the teaching staff;
- To provide OFSTED with concrete evidence about the involvement of the governors in the school
- To contribute to and inform the School Self Evaluation process.

### **Link Governors should:**

- take a special interest in their particular area of responsibility;
- keep abreast of developments locally and nationally;
- attend appropriate training;
- make focussed visits to the school;
- have regular contact with the person(s) within the school with responsibilities in their particular area;
- discuss the implications of any policies adopted by the governing body with the staff concerned;
- monitor how well relevant policies adopted by the governing body are operating within the school and understand any barriers to their implementation;
- report back regularly to the governing body, making recommendations where appropriate, either via a governors' committee or to full governing body meetings.

## **General Responsibilities of Subject Link Governors**

- become informed about relevant documents and legislation; OfSTED criteria for evaluating the subject provision; local and national issues impacting upon the subject;
- liaise with the subject leader in order to become informed about staffing arrangements and training; the condition and availability of resources; curriculum and timetable arrangements; special needs provision; reference to the school development plan; assessment and recording procedures for the subject; which visits and visitors are planned.
- Establish and maintain effective lines of communication between the subject leader and the governing body; report back to governing body meetings;

## **Responsibilities of Literacy and Numeracy Governors**

- finding out about current policy and practice for the teaching of English or mathematics;
- become informed about relevant documents and legislation; OfSTED criteria for evaluating the subject provision; local and national issues impacting upon the subject
- ensuring that governors are familiar with the English and Maths curriculum; and how it is embedded in a broad balanced curriculum.
- with the headteacher, reporting to governors on how the strategies are progressing and impacting on standards;
- attending training devoted to literacy or numeracy issues (subject leaders to advise);
- liaising with literacy or numeracy subject leaders;
- sitting in on literacy or numeracy lessons to raise awareness and inform discussions;
- providing information about resource implications and requirements to support literacy and numeracy in schools.

## **Responsibilities of Special Education Needs (SEN) Governor**

The 'Code of Practice for the Identification and Assessment of Special Educational Needs (SEN)' recommends that a named governor be nominated to take a particular interest on behalf of the governing body in the way the school manages its provision for children with SEND, and to report on this regularly to the governing body. It is suggested that the SEN Governor's task should include:

- keeping informed about relevant documents and legislation;
- liaising with the SEN Co-ordinator, other governors and staff as necessary;
- monitoring the SEND local offer and reporting back to the governing body;
- ensuring that all parents are kept informed of the school's policy and that communication between parents of children with SEN and the school is two way;
- considering governing body decisions which have implications for SEND.

## **School Visits**

Governors will arrange these with subject leaders and visits to classrooms will follow an agreed protocol.

Governors should complete a report following each visit using the agreed proforma. This should be discussed with the subject leader and headteacher then shared with governors. Ideally, governors should meet with the subject leader at least once a year.

## Guidance on School Visits

Governor visits are not:

- To inspect the school
- To make judgements about the quality of teaching
- Unplanned and unannounced
- Unfocused

Governor visits should:

- Have a clear purpose
- Be formally arranged and agreed with all parties before the visit takes place
- Be an opportunity to celebrate and recognise what the school does well
- Give the visitor the opportunity to ask further questions
- Give the visitor the means of reporting certain aspects of the visit back to the full governing body
- Help contribute towards building positive relationships between staff and governors

During the visit, governors should

- Keep to the agreed timetable and arrive in plenty of time;
- Be relaxed and interested;
- Get involved if this has been agreed in advance;
- Don't distract teachers from his/her work;
- Remember why you are there - it is a visit not an inspection;
- Remember you are there to learn about the school;
- Talk to pupils and staff when appropriate, showing enthusiasm and interest;
- Give praise where it is due!

After the visit

- If there is the opportunity, discuss with teachers what you have observed;
- Use this opportunity to clarify anything you are unclear about;
- Thank the teachers for hosting you in their classroom;
- Make notes about your observations while they are still fresh in your mind;
- Agree with the Headteacher and the Chair of Governors how you are to report back to the other governors;
- Ask yourself what you have learned from the visit.

### Reporting back

- Following your agreed protocol, prepare your report for presentation to governors;
- This might be a verbal or a written report;
- If a written report is to be circulated, give a draft copy to the headteacher first. This will avoid any mistakes or misunderstandings arising later;
- Ensure that the clerk has a copy to circulate with the papers for the next meeting;
- Come to the next meeting prepared to give a brief verbal introduction to your report;
- Think to yourself: what can I do to make my next visit even more effective?

### • Ask questions.

You are there to learn, so you need to fill in any gaps you may have. You could ask some of the following questions:

- How is the subject taught in different year groups?
- How do the children progress from one year to the next?
- Do children of different ability do the same work, or do they work in groups?
- How are children with SEN/ G&T taught?
- How is the work assessed?
- How are the children performing?
- Is there any practical work?
- Do the children have any out-of-school visits?
- Are there any future developments planned, nationally, or in school?
- Are the resources for teaching the subject adequate?
- What are the teachers' views and aspirations for this subject area?
- Could you offer any practical help? (eg liaise with a person/agency in the community to arrange an appropriate event or school visit)
- Would teachers be happy for you to arrange a time in the future to come into a class, and gain some practical experience of the subject?

**Forsbrook Primary School  
Governor Visits**

<b>Name</b>	<b>Date and Time</b>
<b>Purpose of planned visit</b> Previously agreed with the headteacher	
<b>Links with the School Improvement Plan (SIP) and School Self Evaluation</b> How does the visit relate to a priority in the School Improvement Plan and the School Self Evaluation Process?	
<b>Governor observations and comments</b> eg What did you see? What did you learn? What would you like clarified? How long did the visit last?	
<b>Any key issues arising for the governing body</b> eg The way resources are allocated, the way the school communicates, progress in implementing a key policy	
<b>Action following governing body meeting</b> Record any action agreed by the governing body with regard to this visit.	