



Specialist Technology College
Member of the Rural Academy of Cumbria



every child matters
every child matters to us
every child matters to us
every child

GOVERNOR INDUCTION PACK

Beacon Hill Community School

Governor Induction Booklet

Since September 2012 a revised Ofsted School inspection framework has been in operation with a greater focus on the effectiveness of governance in driving school improvement.

“The Headteacher knows the strengths of the school very well and, with very good support from governors, leaders and managers and all staff, has been instrumental in bringing about improvements.” - Ofsted 2013



Welcome to Beacon Hill Community School

Dear Governor,

We are delighted to welcome you to our Governing body and to our school. At Beacon Hill Community School we are very fortunate to have a small dedicated team of governors who are skilled in their role as supporters and critical friends of the school. We believe that effective school governance is at the centre of a good school and we do all we can to promote and develop our governors through our work across the school.

Our governing body consists of nine governors and they serve a term of office for four years although this can be shorter if they wish. The main aim of our governors is to ensure that school provides an outstanding education to its students and to improve standards.

Learning is at the very heart of everything we do at Beacon Hill Community School and we work really hard to make sure that all our students are excited and curious about the world about themselves and develop the life skills they will need to be happy, successful, confident and resilient young people.

We are proud of our inclusive approach and our excellent pastoral care based on strong student identity and friendship.

Our school is outward looking and it is our vision that all young people at Beacon Hill Community School will benefit greatly from the strong partnerships and sense of common purpose which the school has developed with our governors, parents, local and regional communities.

You may already be familiar with the school but there is an open invitation to come along to see the school and to see the governors 'in action' before you decide to take up your post.

Mr Trevor Gear

Chair of Governors

Mr D Millne

Headteacher

Beacon Hill Community School

Vision 2014/2015

'We provide an individually tailored education in a nurturing and rich learning environment. We aim to ensure all our students become aspirational, independent and confident young adults.'

Building futures through learning.

The Role of the Governing Body

The main aim of the governing body is to maintain and improve the school's standards of education. Its work can be divided into four key areas:

- Setting the school's vision and strategic aims, agreeing plans and policies, and making creative use of resources.
- Monitoring and evaluating performance, acting as a critical friend to the Headteacher and Senior Leadership Team to support and challenge them in managing the school.
- Ensuring that the school is accountable to the children and parents it serves, to its local community, to those who fund and maintain it, as well as to the staff it employs.

Overseeing the financial performance of the school and making sure that its money is well spent.

Governing Body Powers

The Governing Body is recognised in law as a corporate body, which means it has a legal identity separate from that of its Governors.

It also means that individual Governors have no power or right to act on behalf of the Governing Body except where the whole Governing Body has delegated a specific duty to that individual. The Governing Body can also decide to delegate certain responsibilities to Committees that it has established.

Governors will, therefore, take collective responsibility for the decisions reached by the Governing Body to publicly support decisions.

Governing Body Membership 2014– 2015

The full governing body consists of nine Governors

Governors with specific responsibilities	
Mr Trevor Gear	Chair
Mrs Sally Senejko	Vice Chair

Committees

The full Governing body meet once per month.

The agenda and minutes are drawn up by the chair or the clerk to the governors.

In addition, the following committees meet only when required.

- Discipline Committee.
- Staff Dismissal Committee.
- Pay Committee (and pay appeal committee).

Discipline Committee

- The committee will comprise three governors. The Headteacher may not be a member.
- To review, as the need arises, the Headteacher's exclusion decisions.
- Where the committee is required to be notified by the head teacher of any exclusion, to meet to consider the circumstances in which the pupil was excluded and to consider any representations about the exclusion made by the parent.

Staff Dismissal Committee

- The committee will comprise three or more governors. The Headteacher may not be a member.
- A governing body decision that someone working at school should be dismissed must be delegated to the committee who will then follow guidelines for dismissal of staff set by the DCSF and Local Authority.
- Any appeal against the decision of the committee must be heard by a separate committee of governors with the same number of members.

Pay Committee

- The committee will comprise minimum of 3 governors one of whom must be the Chair of the Governing Body. None of the members shall be employees of the school. The Headteacher may not be a member but attends in an advisory capacity.
- To review annually (December) the salaries of all staff in line with the school's Pay Policy.
- To recommend changes/modification to the pay policy in the light of changes in pay and conditions of service legislation, and experience in applying the Pay Policy.
- To consider all implications to the pay structure within the school arising from the Performance Management Policy.
- Any appeal against the decision of the Pay Committee must be heard by a separate committee of governors with the same number of members.

The quorum for these committees will be three governors.

Governor Training

The Governing Body encourages all Governors to undertake training. Although it is not compulsory, all Governors, however experienced, need training to improve their effectiveness in the role and to keep abreast of developments that may affect their school and their role as a School Governor.

There is a wide range of training and support for Governors that is provided by the school, the Local Authority and external providers.

A comprehensive 'Service Level Agreement' is in place for Governors to access training through the LA

Governors are encouraged to discuss their training need with the Chair and Headteacher.

Meetings

The timetable for Governing Body and Committee meetings is provided in *appendix1*.

Agendas for Governing Body meetings are despatched at least 7 days in advance of the meeting.

If you would like to ask for an item to be included on the agendas of either the Governing Body or a Committee, please contact the Chair or the Clerk prior to the meeting.

Top Tips for new governors:

- Read the agenda and papers before the meeting.
- Make notes or highlight points you wish clarified.
- Don't be afraid to ask questions
- Talk to your governor buddy to discuss any worries you have
- Don't feel you have to understand and get involved in everything all at once. Participate in those areas which you are interested in.
- Check out governor training opportunities.
- Ask to see the school improvement plan , a recent head teacher's report and a copy of latest Ofsted report.
- Get to know the school strengths and areas for improvement
- If you have any personal concerns discuss them outside the meeting

Confidentiality

All Governing Body papers, including Minutes, must be open to inspection by any member of the public unless it has been determined that an item is confidential. That item will be minuted separately. Governors may, at any point, in the meeting, also request for their discussions to be confidential, which will, of course, be minuted accordingly.

Dealing with complaints

The school has procedures for dealing with parental complaints that tries to ensure that they are dealt with at the lowest appropriate level e.g. the pupil's teacher. Sometimes that might not be enough and a meeting with the Headteacher may be necessary.

Should a parent wish to take the complaint further it should be put in writing and addressed to the Chair of the Governing Body who will deal with the complaint in accordance with the Governing Body's procedures.

The best advice is that if you receive a complaint from a parent direct him/her to the school in the first instance!

Useful Contacts

- The school
- School website
- Governor Support Service
- The Chair/Vice Chair
- Department for Education (DFE)

Useful Documents

- Copies of other relevant information such as previous Minutes of meetings, the last
- School's current Prospectus
- Headteacher's last report to the Governing Body.
- Learning Improvement Services Governor training programme
- Policy and Governor visit protocols (Appendix 2)
- DFE Guide to the Law for School Governors

Useful Sources of Information

www.cumbria.gov.uk/childrensservices/schoolsandlearning/lis/governors.asp Governor Support Team website.

www.cumbria.gov.uk/childrensservices/schoolsandlearning/lis/trainingprogramme.asp Governor Support Training Programme.

www.DfE.gov.uk Contains a range of information and resources, eg teaching and learning; pupil support; leadership & governance.

www.ofsted.gov.uk Office for Standards in Education (Ofsted) inspection reports for all types of providers.

www.nga.org.uk The National Governors Association (NGA) represents schools governors from all state funded schools; including those from LA maintained schools and academies in England.

www.education.gov.uk/schools/toolsandinitiatives/cuttingburdens/a00201669/statutory-policies-for-schools Outlines the policies and other documents governing bodies are legally required to hold.

www.ace-ed.org.uk Advisory Centre for Education (ACE) provides free independent advice centre and information for parents and carers on a range of state education and schooling issues.

www.education.gov.uk/schools/pupilsupport/behaviour/bullying Provides support for designing school anti-bullying policies and strategies to enforce measures that will encourage good behaviour and prevent all forms of bullying.

www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011 DfE (Department for Education) Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies.

www.bullying.co.uk Live online support service for every member of the family on a wide range of bullying problems.

www.education.gov.uk/schools/pupilsupport/sen Wide range of advice and materials for those involved with special educational needs and disability.

www.education.gov.uk/popularquestions/childrenandfamilies/specialeducationalneeds Popular questions about issues affecting parents and carers of children with special educational needs, including guidance about statementing.

www.governorline.info Offers free, confidential advice, information and support to school governors, clerks and individuals directly involved in the governance of maintained schools, academies and free schools in England.

<http://schoolsfinder.direct.gov.uk/> Provides the official database of schools and the list of Sure Start Children's Centres in England.

www.education.gov.uk/schools Contains a range of information and resources for the schools workforce.

www.tes.co.uk Times Educational Supplement website provides a daily news service and teaching resources.

www.guardian.co.uk/education provides up to the minute coverage of education news and access to professorial networks.

www.bbc.co.uk/learning/ Provides online learning resources for schools, parents and teachers.

www.direct.gov.uk/en/Parents/index.htm help and support for parents and carers on their child's schools, learning and development matters.

www.schoolsnet.com/uk-schools/schoolHome.jsp School reviews written by parents, for parents.

Glossary—Useful Acronyms and Abbreviations

AWPU	Age weighted pupil unit. (The sum of money allocated to the school for each pupil according to age. The main source of funding for the school.)
CATS	Cognitive Ability Tests
COSHH	Control of Substances Hazardous to Health
CP	Child Protection
CPD	Continuing Professional Development
DFE	Department for Education
DSG	Dedicated Schools Grant
EPS	Educational Psychology Service
GCSE	General Certificate of Secondary Education
H&S	Health and Safety
HMI	Her Majesty's Inspector
HODS	Heads of Departments
HSWA	Health and Safety at Work Act
ICT	Information Communication Technology
IEP	Individual Education Plan
INSET	In-Service Education and Training
ITT	Initial Teacher Training
KS1 (2,3,4)	Key Stage 1, 2, 3, or 4
LA	Local Authority
LMS	Local Management of Schools
LSC	Learning Skills Council
NASUWT	National Association of School Masters/Women Teachers
NC	National Curriculum
NQT	Newly Qualified Teachers
NUT	National Union of Teachers
NVQ	National Vocational Qualification
OfSTED	Office for Standards in Education
PGCE	Post Graduate Certificate in Education
PLASC	Pupil Level Annual School Census

QCA	Qualifications and Curriculum Authority
SACRE	Standing Advisory Council for Religious Education
SATs	Standard Assessment Tasks
SD/IP	School Development/Improvement Plan
SEF	Self Evaluation Form
SEND	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SIMS	Schools Information Management System
SLA	Service Level Agreement
TLR	Teaching and Learning Responsibilities Payments
TUPE	Transfer of Undertaking (Protection of Employment)
UPN	Unique Pupil Numbers





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