

Strategic not operational ~ Big picture not day-to-day management ~ one body not individual

	<p>GOVERNANCE CORE ROLES Ensuring clarity of 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</p>	<p>DATA Internal for clarity: - regular attainment & progress, updates against: school targets, national average, 3 year trends - narrowing the gap - vulnerable groups (all current) External to verify: FFT, RAISEonline, PANDA, Data dashboard (all retrospective)</p>	<p>MONITORING QUALITY OF TEACHING Internal - summaries from senior leaders of classroom observation outcomes, learning walks, work scrutiny External Reports from external advisors, Ofsted, etc. Training & research monitoring to ensure effective</p>	<p>CURRICULUM Strategic - work with senior leaders to ensure curriculum offer meets the needs of the pupils and ensures access to next steps; embracing / rejecting DfE initiatives as appropriate for the setting Developments - based on research & best practice Careers guidance - ensuring unbiased guidance from Year 8 onwards</p>
DfE AGENDA	<p>Governors acting as professionals who are not paid for their work, rather than 'just volunteers', of whom little is expected</p>	<p>- Every child must reach their potential - The gap between vulnerable groups and the rest must narrow</p>	<p>Teaching (delivery, presentation, ability to inspire, use of assessment mid lesson, marking & feedback) must ensure best possible progress & attainment</p>	<p>All children leaving primary to have basic skills to access secondary curriculum; all young people leaving secondary to have skills to access work/ further ed.</p>
	<p>FINANCES FOCUSED ON DRIVING UP STANDARDS Pupil Premium - strategic decision on how PP is spent; monitoring & adjusting to ensure effective in narrowing the gap; reporting on effectiveness Staff Pay & Perf. Management Robust performance manag. linked to pay</p>	<p>REMOVING BARRIERS TO LEARNING Attendance robust monitoring, rewards, follow up, to ensure all attend as near 100% as possible, especially vulnerable groups Wellbeing Support & signposting to reduce impact of crises & ongoing issues on progress & attainment Poor behaviour, bullying - monitoring, reducing</p>	<p>STAKEHOLDER VOICE Pupils - Pupil questionnaires, link with Student Council Staff - Staff questionnaires, governors Parents - Parent questionnaires, Forums, governors Community - governors, informal networking; gov. ensure the school promotes community cohesion</p>	<p>SCHOOL TO SCHOOL & SUSTAINABILITY Support - Encouraging school to support - raising standards in struggling schools whilst ensuring standards in own school don't dip Strategic - working alongside other schools in strategic partnerships to ensure the best for all Growing new leaders / training new teachers Sustainable future - admissions policy, curriculum offer, school PR etc.</p>
DfE AGENDA	<p>Pupil premium must lead to narrowing the gap; Staff should be paid according to their impact on raising standards; no coasting</p>	<p>Barriers should be removed</p>	<p>School should take stakeholder views into account in decision making</p>	<p>With increasing autonomy there needs to be inc. collaboration; schools have responsibility to grow new leaders & train new teachers</p>
	<p>BIG PICTURE STRATEGY School Development Plan & SEF drives everything in school - resourcing, prioritising; set and monitored by GB and senior leaders Planning 3 years ahead where feasible Agreeing ethos & aims</p>	<p>ROBUST FINANCES Strategy - budgets driven by School Development Plan priorities esp. pupil progress - 3 year planning Value for money - all decisions are cost effective & value for money</p>	<p>COMPLIANCE Safeguarding Financial Legal (Equality etc) Health & Safety Reporting - hate incidents, etc. Monitoring & updating policies Abiding by Policy - appeals panels</p>	<p>EFFECTIVE GOVERNANCE GB meetings, annual cycle, clerking, training, membership is as effective as possible. Effective Chair of Governors. Skills GB actively recruits necessary skills Self evaluating & improving Positive working relationships with staff</p>
DfE AGENDA	<p>GB to work with senior leaders to develop strategy</p>	<p>Core business is to drive up standards No wasting public money</p>	<p>GB responsible for ensuring compliance</p>	<p>GB entrusted with ensuring school is effective & outstanding on behalf of community</p>