

KINGSMEAD AND NEWTON'S WALK SCHOOL – GOVERNING BOARD 2020-2021

To be reviewed annually

- CODE OF CONDUCT
- STANDING ORDERS
- GOVERNORS' ALLOWANCE POLICY
- ROLES AND RESPONSIBILITY (governors, clerk, chair)
- CONSTITUTION
- TERMS OF REFERENCE (FGB and committees)
- LETTER OF DISQUALIFICATION (attendance)

Code of Conduct for School Governing Boards

2019 Version

This code sets out the expectations on and commitment required from school governors, trustees and academy committee members in order for the governing board to properly carry out its work within the school/s and the community. It can be amended to include specific reference to the ethos of the particular school. Unless otherwise stated, 'school' includes academies, and it applies to all levels of school governance.

Once approved by the governing board, the Code will apply to all governors/trustees/academy committee members.

This Code should be read in conjunction with the relevant law and for academies, their articles of association and agreed scheme of delegation. It should be adapted as appropriate depending on the governance setting and level of delegation. However, its guiding principles should be retained regardless of the governance setting and level of delegation afforded to it.

The governing board has the following 3 strategic functions:

Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the school(s)/trust
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the lead executive/headteacher (where delegated)
- Monitoring the educational performance of the school/s and progress towards agreed targets
- Performance managing the lead executive/headteacher (where delegated)
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

NGA recognises the following as the fourth core function of governance:

Ensure that other key players with a stake in the organisation get their voices heard by:

- Gathering the views of pupils, parents and staff and reporting on the results.
- Reaching out to the school's wider community and inviting them to play their part.
- Using the views of stakeholders to shape the school's culture and the underpinning strategy, policies and procedures.

As individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and its strategic role.
- We understand how the role of the board differs from and works with others including the headteacher and where appropriate, executive leaders, trust boards and academy committees.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open governance and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/group of schools. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the governing board.
- We will actively support and challenge the executive leaders.
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation.
- We will respect the role of the executive leaders and their responsibility for the day-to-day management of the organisation and avoid any actions that might undermine such arrangements.
- We agree to adhere to the school's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law.
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views
- When communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation.
- We will avoid, as far as possible, becoming involved in any communication, which may lead to a conflict of interest with the role of the governing board.

Commitment

- We acknowledge that accepting office as a governor/trustee/academy committee member involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
- We will visit the school/s, with all visits arranged in advance with the senior executive leader/headteacher and undertaken within the framework established by the governing board.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor/trustee/academy committee member.

- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency we accept that information relating to governors/trustees/academy committee members will be collected and logged on the DfE's national database of governors (Get information about schools).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors/trustees/academy committee members, the clerk to the governing board and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We will confront malpractice by speaking up against and bringing to the attention of the relevant authorities' any decisions and actions that conflict with the Seven Principles of Public Life (see annex) or which may place pupils at risk.
- We are prepared to answer queries from other board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside and outside school.
- We will exercise the greatest prudence at all times when discussions regarding school/trust business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.
- We will ensure all confidential papers are held and disposed of appropriately.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
- We accept that the Register of Business Interests will be published on the school/trust's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

Ceasing to be a governor/trustee/academy committee member

- We understand that the requirements relating to confidentiality will continue to apply after a governor/trustee/academy committee member leaves office

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governing board member, such as the vice chair will investigate.

Adopted by the governing board of [name of school] on [date].

Annex

The seven principles of public life

Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations)

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty – Holders of public office should be truthful

Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

The Framework for Ethical Leadership in Education

The Ethical Leadership Commission has developed the following Framework for Ethical Leadership to help school leaders take difficult decisions. As important as the language is, these aren't just fine words; they are meant to support a culture in which ethical decision-making can flourish.

1. Selflessness School and college leaders should act solely in the interest of children and young people.
2. Integrity School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. Objectivity School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. Accountability School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. Openness School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. Honesty School and college leaders should be truthful.
7. Leadership School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

- a. **Trust:** *leaders are trustworthy and reliable*
We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
- b. **Wisdom:** *leaders use experience, knowledge and insight*
We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.
- c. **Kindness:** *leaders demonstrate respect, generosity of spirit, understanding and good temper*
We give difficult messages humanely where conflict is unavoidable.
- d. **Justice:** *leaders are fair and work for the good of all children*
We seek to enable all young people to lead useful, happy and fulfilling lives.
- e. **Service:** *leaders are conscientious and dutiful*
We demonstrate humility and self-control, supporting the structures, conventions and rules, which safeguard quality. Our actions protect high-quality education.
- f. **Courage:** *leaders work courageously in the best interests of children and young people*
We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.
- g. **Optimism:** *leaders are positive and encouraging*
Despite difficulties and pressures, we are developing excellent education to change the world for the better.

STANDING ORDERS FOR GOVERNING BODIES

Standing Orders are rules established by the Governing Board to regulate the work of the governors. They are in addition to any government regulation and are optional. At the start of the academic year the Full Governing Board and Committees will agree the Terms of Reference Code of Conduct and Standing Orders.

MEETINGS

Ordinarily Governing Board meetings will be held at the Kingsmead School Bridge Street Site They will start at 4.30 and will be limited to 2 hours.

Normally governors will meet on a Monday – Wednesday

Where business has not been completed within the agreed time, those governors present may resolve to continue the meeting in order to deal with the business notified on the agenda or agree to carry it forward.

AGENDA

The Agenda for Full Governing Board meetings will be organised by the Clerk in consultation with the Head and Chair. Agendas for committee meetings will be organised by the Clerk, Chair of governors, Chair of Committee and the Head.

Any governor may place an item on the Agenda by contacting the Clerk/Head/Chair not less than 10 days before the meeting.

Any governor wishing to raise an urgent item at the meeting must give notice at the start of the meeting. The Governing Board will decide whether any such item will be discussed or dealt with at a subsequent meeting.

ATTENDANCE- to be applied to FGB and Committee meetings

Where a governor has sent an apology to the Clerk, the minutes will record the Governing Board's acceptance of the apology or otherwise.

It is a legal requirement for minutes to record acceptance or non-acceptance by the Governing Board of an individual governor's absence.

Giving an apology does not protect a governor from disqualification for failing to attend a Governing Board meeting.

If the Governor sends an apology for absence, the governors present decide whether or not to accept that apology. For example, "Apologies for absence were received and accepted from Mr Smith" or "Apologies for absence were received from Mr Jones but the Governing Board agreed not to accept this apology".

If no apologies are given this must also be minuted: "Apologies for absence were not received from Mr S Smith". By default, this now means that the six-month disqualification period commences. The next section explains this.

The time of arrival and/or departure of any governor will be recorded in the minutes.

NON-ATTENDANCE

It is important that the majority of governors attend meetings on a regular basis. However, there will be occasions when governors are unable to attend a meeting for a very good reason.

There is an expectation that if governors cannot attend regularly that they put the needs of the school first in their decision-making and should not undermine the effectiveness of the governing board by not discharging their responsibilities fully. To be fully effective governors are expected to attend all FGB and where appropriate committee meetings.

There is an expectation that governors should attend more the 50% of the time in a rolling academic year

If the Clerk or Chairs note that a governor's absence is of concern

- three meetings missed
- no apologies received

then the clerk or chair will email the governor to enquire as to the reason for absence. On discovering that the problem is short lived, time specific (ill health, family problem, specific work issue) no further action will be taken at this stage.

If the problem persists

- six meetings missed
- no apologies received
- apologies not accepted by the governing board

All governors, apart from the Head, **will be disqualified from being a governor if they have failed to attend a Governing Board meeting for a continuous period of six months without:**

- giving their apologies
- obtaining the consent of the Governing Board.

At this time the clerk will send the standard letter /email to the governor (exemplar in this document) A follow up letter/email will be sent if there is no reply to the first.

MINUTES

Within 10 days of the meeting, the draft minutes will be sent by the Clerk to Chair, Chair of Committee for checking.

Those minutes, which the Governing Board determines as confidential, will be minuted on a separate sheet and copies will not be publicly available. Trust Governor allows limited access to specified items such as confidential minutes. They will only be available for checking and reference purpose to relevant governors.

CORRESPONDENCE

All incoming correspondence to the Governing Board is for the attention of the whole Governing Board whether addressed to the Chair, Clerk or Governors.

The Clerk will receive and log all correspondence to the Governing Board.

The Clerk will present all significant items to the next meeting of the Governing Board.

All correspondence with other bodies should be via the Clerk.

DEBATE

The Chair will ensure that all governors enjoy equality of opportunity to express their views. The Chair will regulate all debates.

DECISION MAKING

The Governing Board must make all decisions unless an individual or a Committee has been delegated to deal with a specific issue as stipulated in Terms of Reference.

Only governors present at a meeting may vote. Proxy voting is not allowed.

A simple majority decides any matter put to the vote. In the event of a tie, the Chair has a second vote.

Voting will be by a show of hands unless one governor requests a secret ballot. In the case of a meeting that is not quorate, where an urgent decision is required a virtual ballot will be taken by the chair. This decision will be minuted at the next FGB meeting. Decisions of the Governing Board are binding on all its members.

URGENT ACTION

The Chair (or in the absence of the Chair, the Vice Chair) has the authority to take urgent action (on matters that are permitted to be delegated to an individual) between meetings where the delay in exercising a function is likely to be seriously detrimental to the interests of the school, a pupil at the school or their parents, or a person who works at the School. All such actions to be reported to the next meeting of the Governing Board by the Chair or Clerk.

PUBLIC STATEMENTS

No governor will make any public statement about any matter concerning the school without the authority of the Governing Board.

INFORMATION AND ADVICE

Where expertise is needed, but not available within the Governing Board, an appropriate non-governor may be invited in a non-voting capacity.

ACCESS TO MEETINGS

The Executive Head will attend all governor meetings.

The Deputy Head Teacher and the Head of Primary may attend meetings of the Governing Board as an observer, as part of their professional development. The School Business manager will attend Resources meetings and FGB to advise on finance matters. Other staff may attend to provide information to the board and remain for the specific agenda item. None of these staff have voting rights. The Governing Board will decide who, other than those entitled to attend, may be admitted to a meeting and which meetings will be open to parents or the public.

DELEGATION OF FUNCTIONS

An individual governor may take no action unless authority to do so has been delegated formally by resolution of the Governing Board. See Urgent Action

COMMITTEES

Committees to which the Governing Board has delegated any of its functions will act strictly in accordance with the terms of the delegation.

When establishing Committees, the Governing Board will:

- determine the membership
- select or confirm the Chair
- establish the terms of reference (in consultation with the Committee)

The Governing Board may co-opt non-governors to Committees, but they may not form a majority and have no vote unless the Governing Board specifically gives them a vote.

The Head Teacher and Chair has a right to attend any Committee meeting.

WORKING GROUPS

When establishing Working Groups, the Governing Board will:

- determine the membership
- select or confirm the Chair
- establish the terms of reference (in consultation with the Group)
- determine procedures for reporting back.

The Head Teacher and Chair has a right to attend any Working Group meeting.

CONFIDENTIALITY

All governors have a duty not to discuss any confidential item of governors' business outside the meeting.

REVISION

The Governing Board will review these Standing Orders at the Annual Meeting at the start of each school year.

GOVERNORS ALLOWANCES POLICY

National Context

The NGA firmly believes that all governing bodies should adopt an allowances policy and that all governors should claim. The above regulation provides the legal framework for governing bodies to pay 'out of pocket' expenses to their governors.

"It is good practice to pay such allowances as governors should not be out of pocket for the valuable work they do"

Legitimate allowances include: travel allowances to Governing Board, Committee meetings or training courses, cost of child-care while attending meetings/training, cost of photocopying/printing papers for governing board business.

The payment of allowances is not a reward; it is recognition that being a governor is not a cost-free exercise. Attending governing board meetings may involve travelling expenses, particularly in rural areas. Some governors may be able to afford the out of pocket expenses their role entails, but this is not true of all potential governors and restricting the right to claim may prevent someone from becoming a governor or force them to resign their position.

The NGA understands the reluctance to use school funds to pay governor allowances, but if governors are continually expected to meet the costs of fulfilling an essential role out of their own pocket then there is a real danger that a culture of doing the bare minimum will ensure; meaning governors will not undertake training and will be poorly informed. Many governing bodies that have adopted an allowances policy set an annual limit on claims.

As a minimum the allowances policy should include the right to claim for:

- travelling expenses to governing board meetings and training courses
- the cost of child-care while attending meetings/training courses
- the cost of photocopying/printing papers for governing board meetings

The Chair of governors should take the lead in encouraging governors to claim by ensuring that she/he claims. The use of school funds for this purpose does not take away funding from pupils; this ensures that governors are properly informed and equipped to carry out their role, which must be in the best interest of their pupils.

A governing board with a policy of paying allowances claims will also be going some way to meeting their duty to promote community cohesion by encouraging participation by all members of the community, not just those with deep pockets.

Whilst Governors act in a voluntary capacity, giving freely of their time, it is unreasonable and possibly discriminatory when taking the decision to become a governor, if governors were to be financially out of pocket for the work they do.

Governors' Allowances Policy (NGA)

Guidance relevant to LA maintained schools

Expenses may only be paid to governors or associate members where a scheme is in place. Regulation 28 of the Roles, Procedures and Allowances Regulations 2013 allows governing bodies to set up a scheme for the payment of allowances (out of pocket expenses) to members of the governing body, and associate members.

Delegation

The governing body may delegate the setting up of such a scheme to a committee, any governor or the Headteacher. Regulation 18(1) of the Roles, Procedures and Allowances Regulations 2013.

These regulations give Governing Bodies the discretion to pay allowances from the school's annual budget allocation to governors for certain allowances which they incur in carrying out their duties. Kingsmead/ Newton's Walk School Governing Board believes that paying governor' allowances, in specific categories as set out below, is important in ensuring equality of opportunity to serve as governors for all members of the community and so is an appropriate use of school funds. The specific items allowable reflect this objective.

1. Governors will be able to claim allowances providing the allowances are incurred in carrying out their duties, as a Governor or representative of Kingsmead / Newton's Walk School, and are agreed by the COG and Chair of Resources that they are justified before any reimbursable costs are incurred.

- The cost of travel relating only to travel to meetings/training courses at the current LA allowance;
- Travel and subsistence costs, payable at the current rates specified by the Secretary of State for the Environment, Transport and the Regions, associated with attending national meetings or training events, unless these costs can be claimed from the LA or any other source;
- Telephone charges, photocopying, stationery, postage etc.

Travel by taxi is not reclaimable, except in exceptional circumstances, but mileage or equivalent bus or rail fare may be claimed instead.

2. Governors will be able to claim for the following, on a case-by-case basis and with the prior approval of the Governing Board

- Childcare or babysitting allowances (excluding payment to a current/former spouse or partner)
- Cost of care arrangements for an elderly or dependent relative (excluding payments to a current/former spouse or partner)
- The extra costs they incur in performing their duties either because they have special needs or because English is not their first language
- Any other justifiable allowances.

3. The Governing Board at Kingsmead/ Newton's Walk School acknowledges that:

- Governors may not be paid attendance allowance
- Governors may not be reimbursed for loss of earnings.

Governors wishing to make claims under these arrangements, once prior approval has been sought, should complete a claims form provided with the agenda, attaching receipts where possible, and return it to the School within two weeks of the date when the allowances were incurred, when they will be submitted for approval by the Chair of Governors and Chair of Resources to be presented to the Resources Committee (which meets at least once per half-term) for final approval. All claims once processed will be lodged with the School Business Manager for processing, recording, budget control and auditing.

Claims will be subject to independent audit and may be investigated by the Chair of Governors (or Chair of Resources in respect of the Chair of Governors) if they appear excessive or inconsistent.

This policy will be reviewed annually at the start of the year.

Governor Allowances Claims Form

Name:	Name of School: KINGSMEAD/ NEWTON'S WALK
Address	Date:
Post Code	Claim Period:

I claim the total sum of £ for governor expenses as detailed below. I have attached relevant receipts to support my claim.

Signed.....

	miles	£	p
Child care/Babysitting expenses	-		
Care arrangements for an elderly or dependent relative	-		
Support for governors with special needs	-		
Support for governors whose first language is not English	-		
Travel to meetings/training courses @ 45p per mile			
Subsistence when attending national meetings or training events			
Telephone Charges	-		
Postage	-		
Photocopying/Printing /Stationery @	Number of sheets		
Other (please specify)			
TOTAL EXPENSES CLAIMED			

This form should be submitted to: School Business Manager

Approved: Chair of Governors Date.... /.../....

Or

Approved: Chair of Resources Date.... /.../....

Date payment processed /.../....

Office use only:

Method of payment: cheque or via ORACLE

Model governor role description

Role of a school governor

To contribute to the work of the governing board in ensuring high standards of achievement for all children and young people 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**

Chair _____

Vice chair _____

Clerk _____

Buddy/mentor _____

Activities. As part of the governing board team, a governor is expected to:

1. Contribute to the strategic discussions at governing board meetings which determine:
 - the vision and ethos of the school
 - clear and ambitious strategic priorities and targets for the school
 - that all children, including those with special educational needs, have access to a broad and balanced curriculum
 - the school's budget, including the expenditure of the pupil premium allocation
 - the school's staffing structure and key staffing policies
 - the principles to be used by school leaders to set other school policies
2. Hold the senior leaders to account by monitoring the school's performance; this includes
 - agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan
 - considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance
 - asking challenging questions of school leaders
 - ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits
 - ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies
 - acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing board on the progress on the relevant school priority
 - listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers

3. Ensure the school staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (continuing professional development), and suitable premises, and that the way in which those resources are used has impact.
4. When required, serve on panels of governors to:
 - appoint the headteacher and other senior leaders
 - appraise the headteacher
 - set the headteacher's pay and agree the pay recommendations for other staff
 - hear the second stage of staff grievances and disciplinary matters
 - hear appeals about pupil exclusions

The role of a governor is largely a thinking and questioning role, not a doing role.

A governor does NOT:

- write school policies
- undertake audits of any sort – whether financial or health and safety – even if the governor has the relevant professional experience
- spend much time with the pupils of the school – if you want to work directly with children, there are many other valuable voluntary roles within the school
- fundraise – this is the role of the PTA, the governing board should consider income streams and the potential for income generation, but not carry out fundraising tasks
- undertake classroom observations to make judgments on the quality of teaching – the governing board monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
- do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing board needs to consider and rectify this

In order to perform this role well, a governor is expected to:

- get to know the school, including visiting the school occasionally during school hours and gaining a good understanding of the school's strengths and weaknesses
- attend induction training and regular relevant training and development events
- attend meetings (full governing board meetings and committee meetings) and read all the papers before the meeting
- act in the best interests of all the pupils of the school
- behave in a professional manner, as set down in the governing board's code of conduct, including acting in strict confidence

Expenses: Governors may receive out of pocket expenses incurred as a result of fulfilling their role as governor and NGA recommends that a governing board should have such an expenses policy. Payments can cover incidental expenses, such as travel and childcare, but not loss of earnings.

As you become more experienced as a governor, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (e.g. as a chair of a committee). This role description does not cover the additional roles taken on by the chair, vice chair and chairs of committees

Model job description for the clerk to the governing board of a maintained school

Main purpose of role is to:

Provide advice and guidance to the governing board on governance, constitutional and procedural matters. A professional clerk will contribute towards the efficient functioning of a governing board and its committees by providing:

- administrative and organisational support;
- guidance to ensure that the board works in compliance with the appropriate legal and regulatory framework, and understands the potential consequences for non-compliance; and
- advice on procedural matters relating to the operation of the board

Main responsibilities and tasks

The clerk to the governing board will:

1. Provide advice to the governing board

- Advise the board on its core functions and Department for Education (DfE) governance advice, including the Governance Handbook and Competency Framework for Governance
- Advise the governing board on relevant legislation and procedural matters where necessary before, during and after meetings
- Know where to access appropriate legal advice, support and guidance, and where necessary seek advice and guidance from third parties on behalf of the governing board
- Inform the governing board of any changes to its responsibilities as a result of a change in school status or changes in the relevant legislation
- Advise the board on the regulatory framework for governance (relevant acts and regulations, instrument of government)
- Offer advice on best practice in governance, including on committee structures and self-evaluation
- Ensure that statutory policies are in place, and that staff revise these when necessary
- Advise on the annual calendar of governing board meetings and tasks
- Send new governors induction materials and ensure they have access to appropriate documents, including any agreed Code of Conduct
- Contribute to the induction of governors taking on new roles, in particular chair of the board or chair of a committee
- Identify priorities, anticipate issues which may arise, and draw these matters to the chair's attention, proposing recommendations

2. Effective administration of meetings

- With the chair and headteacher, prepare a focused agenda for governing board meetings and committee meetings

- Liaise with those preparing papers to make sure they are available on time, and distribute the agenda and papers as required by legislation
- Ensure meetings are quorate
- Record the attendance of governors at meetings (including any apologies, minuting whether they have been accepted or not), and take appropriate action in relation to absences
- Draft minutes of meetings, indicating who is responsible for any agreed action with timescales, and send drafts to the chair and (if agreed by the governing board) the headteacher
- Circulate the reviewed draft to all governors/members of the committee, the headteacher (if not a governor) and other relevant bodies, such as the local authority/diocese/foundation/trust as agreed by the governing board and within the timescale agreed with the governing board
- Follow-up any agreed action points with those responsible and inform the chair of progress

3. Membership

- Advise governors and appointing bodies in advance of the expiry of a governor's term of office and the impact of this on the board's capacity and skills mix
- Establish, in discussion with the board, open and transparent vacancy filling processes and procedures for election and appointment, so elections or appointments can be organised in a timely manner
- Chair the part of the meeting at which the chair is elected, giving procedural advice concerning conduct of this and other elections
- Collate and maintain information about governors such as any pecuniary interests and, where required, ensure this information is published on the school's website
- Ensure Disclosure and Barring Service (DBS) and other relevant checks are carried out on any members of the board where it is appropriate to do so
- Maintain a record of training undertaken by members of the governing board
- Maintain governor meeting attendance records and advise the chair of potential disqualification through lack of attendance
- Advise the governing board on succession planning (of all roles, not just the chair)

4. Manage Information

- Maintain up to date records of the names, addresses and category of governing board members and their term of office, and inform the governing board and any relevant authorities of any changes to its membership
- Maintain copies of current terms of reference and membership of any committees, working parties and any governors with specific oversight of an area e.g. SEND
- Maintain a record of signed minutes of meetings in school, and ensure copies are sent to relevant bodies on request and are published as agreed at meetings
- Maintain records of governing board correspondence

- Ensure copies of statutory policies and other school documents approved by the governing board are kept in the school and published as agreed, for example, on the website

5. People and relationships

- Develop and maintain effective professional working relationships with the chair, the board and executive leaders
- Contribute to the coordination of effective learning and development opportunities for those involved in governance, including induction and continuing professional development

6. Personal Development

- Undertake appropriate and regular training to maintain his/her knowledge and improve practice
- Keep up to date with current educational developments and legislation affecting school governance
- Participate in regular performance management

7. Additional services

The clerk may be asked to undertake the following additional duties:

- Clerk any statutory appeal committees/panels the governing board is required to convene
- Assist with the elections of parent and staff governors
- Maintain a file of relevant DfE, local authority and church authorities (if appropriate) guidance documents
- Maintain archive materials
- Prepare briefing papers for the governing board, as necessary
- Conduct skills audits and advise on training requirements
- Perform such other tasks as may be determined by the governing board from time to time

NGA role description for the chair of the board.

The role of the chair of governors should be viewed in the same light as that of the chair of the board in any other sector. The role of the chair is demanding, complex and multi-faceted. The chair leads the governing board ensuring it fulfils its functions well. A good chair will ensure the board's focus is on the strategic.

The culture of the board is largely determined by its chair. The chair is "first among equals" but has no defined individual power. A good chair works well with school leaders to advise and shape proposals to be discussed at the board meetings.

The chair should facilitate the governing board working as a team to challenge, support and contribute to the strategic leadership of the school. As well as leader of the board, the chair is at times a confidante, a manager, a critical friend, a cheerleader, an ambassador, an arbitrator, and possibly a mentor and coach; the balance of these roles adopted will depend on the situation at hand and in particular the experience and strengths of the headteacher.

Role Purpose: Leading governance in schools

To provide leadership to the governing board and ensure that governors/trustees fulfil their functions for the proper governance of the school(s)

Leading governance in schools

- To ensure that the governing board and headteacher have a shared sense of purpose.
- To ensure the governing board sets a clear vision and strategy for the school(s).
- To lead the board in monitoring the headteacher's implementation of the school strategy.

Leading and developing the team

- To ensure the board has the required skills to govern well, and that appointments made fill any identified skills gaps.
- To ensure all governors/trustees receive appropriate induction, ongoing training as needed and have a thorough understanding of their role.
- To ensure members of the board act reasonably and in line with the board's agreed code of conduct.
- To develop a good working relationship with the vice chair, ensuring s/he is kept fully informed and delegating tasks as appropriate.
- To ensure that board members feel valued and encourage their development.
- To carry out a performance review of each governor/trustee.
- To ensure that there is a plan for succession for the chair, vice-chair and any committee chairs, and that by recommending limits on office, there is always a mix of new and experienced members.

The chair, the headteacher and accountability

- To build a professional relationship with the headteacher, which allows for honest. Conversations, acting as a sounding board and ensuring there are no surprises at meetings.
- To meet regularly with the headteacher, which in normal circumstances is likely to be monthly.
- To ensure that there are transparent and effective processes for the recruitment and induction of the headteacher.
- To ensure appropriate governor/trustee involvement in the recruitment of senior leaders.
- To ensure all governors concentrate on their strategic role, receive information fit for purpose and hold the headteacher to account.
- To oversee and participate in the headteacher's performance review, ensuring that appropriate CPD (continuing professional development) is provided.
- To ensure that the headteacher provides staff with an understanding of the role of the governing board and acts as link between the two.
- Where required, represent the governing board in its dealings with external partners and be an advocate for the school.
- To attend school functions (plays/sports days/prize giving) as appropriate and encourage other governors to do so.
- To ensure that complaints made to the governing board are dealt with in a timely and effective manner.
- The chair will also play a lead role in any decision to suspend the headteacher.

Leading school improvement

- To ensure the board is involved at a strategic level in the school's self-evaluation process and that this feeds into the key priorities.
- To ensure the board's business is focused on the key strategic priorities.
- To take the lead in representing the governing board at relevant external meetings with agencies such as Ofsted, the Department for Education and the local authority.
- To ensure the board has mechanisms in place to obtain and listen to the views of parents, pupils and staff.
- To ensure the governing board adopts a visits protocol, which is linked to monitoring key strategic priorities:

The chair who should already have a good knowledge of the school will need to consider whether s/he needs to continue such formal monitoring visits or whether these are now best delegated to the team.

Leading governing board business

- With the clerk and the headteacher, to plan for the board meetings, ensuring that agendas focus on the board's key responsibilities and strategic priorities and reducing unnecessary paperwork.
- Chair meetings effectively and promote an open culture on the governing board that allows ideas and discussion to thrive whilst ensuring clear decisions are reached as quickly as possible.
- To collaborate with the clerk to establish effective working procedures and sound committee structures.
- To ensure that decisions taken at the meetings of the governing body are implemented.
- To ensure the governing board appoint a professional clerk capable of providing advice on the board's functions and that s/he is appraised and developed.

Appointing the Chair

In maintained schools and standalone academies this is a decision for the governing board. NGA members can see NGA's recommended process for this in the Guidance Centre - Electing a chair. In multi-academy trusts (MATs) the chair of the Board of Directors will be appointed by the other directors. The chair of any local governing committee/board will be appointed according to the rules that the MAT board has put in place. This may affect the role of the chair as the MAT may retain some of the functions described above at Board level.

What skills/attributes should a chair have?

Candidates for chair should be able to demonstrate a good selection of the skills/attributes set out below:

- Commitment to the school
- Good understanding of the environment in which the school is operating and wider education policy
- Personal integrity
- Negotiation and diplomacy skills
- Good understanding of the legal responsibilities of the board as both individuals and a corporate entity
- Strong communication skills
- Good organisational skills
- Ability to think strategically
- Ability to prioritise
- Ability to chair meetings well
- Ability to have courageous conversations and make courageous decisions
- Ability to build and get the best out of a team
- Capacity to process information quickly and understand relevant data
- Ability to delegate

What are the extra time commitments?

The expectation for charity trustees is that the time commitment should be between 10-20 days a year, with the chair of the board being at the upper end of the time commitment. There are many similarities between chairs of governing boards and charities (indeed academies are charitable companies) so you should aim to keep your commitment at or below the 20 day limit. If you are finding your commitment is significantly more than 20 days then it may be productive to sit down and work out what you are spending your time on, whether it is strictly necessary and/or whether it can/should be delegated to someone else.

CONSTITUTION OF THE GOVERNING BOARD (Special School) and MANAGEMENT COMMITTEE (PRUs)

Our constitution is guided by the Constitution Regulations 2012.

The current composition of the governing board as of September 2020 is as follows

KINGSMEAD SCHOOL & NEWTONS WALK CONSTITUTION OF GOVERNING BOARD

CATEGORY	TERM OF OFFICE	MEMBER	KM APPOINTED	KM UNTIL	NW APPOINTED	NW UNTIL
Executive Headteacher		Mike Pride	September 2018		September 2018	
1LA	4 years	Vacancy	Vacancy		Vacancy	
1 Staff Governor	3 years	Will Broderick KM Jemma Tague NW	September 2017	September 2020	August 2010	September 2020
7 Co-opted	4 years	Kat Pilling Sandra Fletcher Earl Davidson Jade Murden Carol Campbell John Boyle Cecilia Emery	Oct 2013 June 2011 Oct 2011 June 2016 Sept 2019 Sept 2019 Dec 2019	Sept 2021 May 2023 Sept 2019 May 2020 Aug 2023 Aug 2023 Nov 2023	April 2016 April 2016 April 2016 June 2016 Sept 2019 Sept 2019 Sept 2020	March 2024 March 2024 March 2024 May 2024 Aug 2023 Aug 2023 Aug 2024
KM 2 Parent NW 1 Parent	4 years	Vacancy Vacancy				
Associate Members	1 year	Emmet Bunting KM Lia Copestake NW	Sept 2018 April 2016	Re appoint annually	Sept 2018 Oct 2015	Re appoint annually Re appoint annually
Co-opted to Committees	1 year	Helen Buckley – Business Manager (Resources)	Oct 2013	Re appoint annually	April 2016	Re appoint annually

Full Governing Board - Terms of Reference- Remits of FGB

(The terms of reference for FGB and each committee are decided and published in July of each year, together with a schedule of all meetings)

Administration and Governance
1. Changes to the Instrument of Government, including terms of office
2. To decide the arrangements for FGB meetings and additional meetings (legal minimum of 3 per year)
3. To regulate the procedures of meetings, for example code of conduct
4. To publish proposals for alteration, change of category or closure of the school
5. To ensure that the school meets for 380 sessions in a school year
6. Setting the Individual School Range (ISR)
7. Decision to federate, academise or form joint committees with other schools
8. To consider whether or not to exercise delegation of functions to individuals or committees
9. To appoint a clerk to the Discipline Committee (who is not a governor or head teacher)
10. To publish proposals to alter, discontinue or change category of school
Membership
1. To appoint, suspend or remove governors
2. To appoint, dismiss and fix the salary of the clerk to governors
3. To appoint associate members (non-voting)
4. To elect or remove the chair
5. To elect or remove the vice-chair
6. To appoint link or designated governors, for example performance management, safeguarding
7. Establishment and membership of committees and their remits, including selection panels for head teacher and deputy head teacher recruitment
Staffing
1. To recruit and ratify the appointment of a new head teacher
2. To recruit and ratify the appointment of a new deputy head teacher and staff on the Leadership spine
3. To determine the arrangements for the appointment of all other staff
4. To recruit and ratify the appointment all other staff
5. To determine dismissal payments/early retirement
6. To suspend and dismiss the head teacher
7. To end the suspension of the head teacher
8. To suspend and dismiss other staff
9. To end the suspension of other staff
Finance
1. To approve the Annual Budget Plan and Best Value Statement
2. To establish the financial limits of delegated authority to enter into commitments and to authorise payments
3. To approve a written description of financial systems and procedures in line with LAs scheme for financing schools
4. To establish the governors' register of pecuniary and business interest and oversee its maintenance
5. To ensure the school is working to the SFVS standards
6. To establish and monitor a governors expenses scheme
Standards
1. To participate in the school self-review process including the review of the governing board effectiveness and 360 review of the COG
2. To approve the School Improvement Plan
3. To comply with the requirements of the Ofsted Inspection Framework
4. To consider in full any inspection report made by Ofsted , DfE or the LA and ensure they are incorporated in the SIP
5. To receive school improvement information from the school, LA , consultants and Ofsted
6. To be involved and sign off on the schools self-review statement
7. To ratify targets for pupil progress

NGA - General guidance – Terms of reference

Most governing bodies carry out much of their business through committees. The governing body decides the constitution, membership and terms of reference of all committees, and must review these annually. Common committees include premises, staffing, finance (often combined in one resources committee as per our template below) and curriculum (sometimes called progress and attainment or standards committee).

It is a good idea for new governors to attend a meeting of each committee so that they can get a good overall picture of how the governing body works.

Each committee must have a chair and a clerk – the governing body will decide whether to appoint the chair or whether the committee should do this. The headteacher cannot be the clerk to a committee but a governor can. However, NGA strongly recommends that it is better practice to have an independent, professional clerk.

The membership of a committee may include associate members, provided that a majority of members of the committee are governors. Even if they are not a member, the headteacher is entitled to attend all committee meetings.

Quorum

For committee meetings, the quorum is a minimum of three governors who are members of the committee. The governing body can however specify its own higher limit. If a governing body does specify a higher limit, it is important to not set this too high - this may result in an increased likelihood of meetings not being able to take place where quorum is not met.

Meetings

Governing bodies are free to determine how often their committees meet – this may be left to the discretion of the individual committees and may depend on the circumstances of the school at any given time. Committee meetings will not be open to the public but minutes shall be made available – attendees can be invited to attend a committee meeting where appropriate.

Information relating to a named person or any other matter that the committee considers confidential does not have to be made available for inspection. In the absence of the chair, the vice chair or will chair. In the absence of the clerk the committee shall choose a clerk for that meeting from among their number (someone who is not the headteacher).

The draft minutes of each meeting will be circulated with the agenda for the next ordinary meeting of the full governing body and will be placed on The Trust Governor platform. These will be considered at the next meeting by the chair (or in his/her absence the vice chair) Any decisions taken must be determined by a majority of votes of committee members present and voting – but no vote can be taken unless a majority of those present are governors.

Terms of reference for the Resources committee

General Terms

- To act on matters delegated by the full governing body.
- To liaise and consult with other committees where necessary.
- To contribute to the School/Academy Improvement Plan.
- To consider safeguarding and equalities implications when undertaking all committee functions.

Quorum

- Committees are free to determine their own quorum, but as a minimum this must be not less than three governor members of the committee.

Meetings

- The Governing body is free to determine how often the committee meets and may delegate this to the committee
- The Committee meetings will not be open to the public but minutes shall be made available. Information relating to a named person or any other matter that the committee considers confidential does not have to be made available for inspection.
- In the absence of the chair, the committee shall choose an acting chair for that meeting from among their number.
- In the absence of the clerk the committee shall choose a clerk for that meeting from among their number (someone who is not the headteacher/principal).
- The draft minutes of each meeting will be circulated with the agenda for the next ordinary meeting of the full governing body and will be presented at that meeting by the chair (or in his/her absence another member of the committee).
- Any decisions taken must be determined by a majority of votes of committee members present and voting – but no vote can be taken unless a majority of those present are governors.

Financial policy and planning

- To review, adopt and monitor a Finance Policy which includes the local scheme of delegation for spending and budgetary adjustments (virements) for the committee, headteacher and other nominated staff.
- To review, adopt and monitor all additional financial policies, including a charging and remissions policy.
- To establish and maintain a three year financial plan, taking into the account priorities of the School/Academy Improvement Plan, roll projection and signals from central government and (if applicable) the LA regarding future years' budgets, within the constraints of available information.
- To draft and propose to the governing body for adoption an annual school budget taking into account the priorities of the School/Academy Improvement Plan.
- To make decisions in respect of service level agreements.
- To ensure that sufficient funds are set aside for pay increments as set out in the Pay Policy and as recommended by the headteacher.

Financial monitoring

- To monitor the income and expenditure throughout the year of all delegated and devolved funds against the annual budget plan.
- To receive at least termly budget monitoring reports from the headteacher.
- To report back to each meeting of the full governing body and to alert them of potential problems or significant anomalies at an early date.
- To meet with other committees and provide them with the information they need to perform their duties.
- Subject to the local scheme of delegation, to approve any budgetary adjustments that will from time to time be necessary in response to the evolving requirements of the school.
- Local authority maintained schools:
 - To review, complete and submit the School Financial Value Standard (SFVS).
 - To undertake any remedial action identified as part of the SFVS.
 - To receive and act upon any issues identified by a local authority audit.
- Academies:
 - To prepare the Trustees Report to form part of the Statutory Accounts of the governing body and for filing in accordance with Companies Act requirements.
 - To receive auditors' reports and to recommend the governing body action as appropriate in response to audit findings.

- To recommend to the full governing body the appointment or reappointment of the auditors

Premises

- To provide support and guidance for the governing body and the headteacher on all matters relating to the maintenance and development of the premises and grounds, including Health and Safety.
- To ensure that an annual inspection of the premises and grounds takes place and a report is received identifying any issues.
- To inform the governing body of the report and set out a proposed order of priorities for maintenance and development, for the approval of the governing body.
- To arrange professional surveys and emergency work as necessary.
 - *The headteacher is authorised to commit expenditure without the prior approval of the committee in any emergency where delay would result in further damage or present a risk to the health and safety of pupils or staff. In this event the headteacher would normally be expected to consult the committee chair at the earliest opportunity.*
- To create a project committee where necessary to oversee any major developments.
- To establish and keep under review an Accessibility Plan and a Building Development Plan
- To review, adopt and monitor a Health and Safety policy.
- To ensure that the governing body's responsibilities regarding litter, refuse and dog excrement are discharged according to Section 89 of the Environmental Protection Act 1990, so far as is practicable.

Staffing

- To ensure that the school is staffed sufficiently for the fulfilment of the school's development plan and the effective operation of the school.
- To establish and oversee the operation of the school's Appraisal Policy - including the arrangements and operation of the school's appraisal procedures for the Headteacher.
- To establish a Pay Policy for all categories of staff.
- To be responsible for the administration and review of the Pay Policy.
- To ensure that staffing procedures (including recruitment procedures) follow equalities legislation.
- To annually review procedures for dealing with staff discipline and grievances and make recommendations to the governing body for approval.
- To monitor approved procedures for staff discipline and grievance and ensure that staff are kept informed of these.
- To recommend to the governing body staff selection procedures, ensuring that they conform with safer recruitment practice, and to review these procedures as necessary.
- In consultation with staff, to oversee any process leading to staff reductions.
- To establish the annual and longer-term salary budgets and other costs relating to personnel, e.g. training.

Terms of reference for the Curriculum committee

General Terms

- To act on matters delegated by the full governing body.
- To liaise and consult with other committees where necessary.
- To contribute to the School/Academy Improvement Plan.
- To consider safeguarding and equalities implications when undertaking all committee functions.

Quorum

- Committees are free to determine their own quorum, but as a minimum this must be not less than three governor members of the committee.

Meetings

- Governing bodies are free to determine how often their committees meet – this may be left to the discretion of the individual committees and may depend on the circumstances of the school at any given time. Committee meetings will not be open to the public but minutes shall be made available. Information relating to a named person or any other matter that the committee considers confidential does not have to be made available for inspection.
- In the absence of the chair, the committee shall choose an acting chair for that meeting from among their number.
- In the absence of the clerk the committee shall choose a clerk for that meeting from among their number (someone who is not the headteacher/principal).
- The draft minutes of each meeting will be circulated with the agenda for the next ordinary meeting of the full governing body and will be presented at that meeting by the chair (or in his/her absence another member of the committee).
- Any decisions taken must be determined by a majority of votes of committee members present and voting – but no vote can be taken unless a majority of those present are governors.

Curriculum planning and delivery

- To review, monitor and evaluate the curriculum offer.
- To recommend for approval to the full governing body the:
 - Self-evaluation form
 - School/Academy Improvement Plan
 - Targets for school/academy improvement to the governing body
- To develop and review policies identified within the school's policy review programme and in accordance with its delegated powers (e.g. sex education and pupil behaviour/discipline).
- To ensure that the requirements of children with special needs are met, as laid out in the Code of Practice, and receive termly reports from the headteacher/SENCO and an annual report from the SEN governor (where appointed).

Assessment and improvement

- To monitor and evaluate the effectiveness of leadership and management
- To monitor and evaluate the impact of quality of teaching on rates of pupil progress and standards of achievement
- To monitor and evaluate rates of progress and standards of achievement by pupils, including any underachieving groups
- To monitor and evaluate the impact of continuing professional development on improving staff performance
- To set priorities for improvement, and monitor and evaluate the impact of improvement plans which relate to the committee's area of operation.
- To monitor and evaluate provision for all groups of vulnerable children (e.g. looked after children) and ensure all their needs have been identified and addressed, and to evaluate their progress and achievement.
- To regularly review and develop the Assessment Policy and to ensure that the policy is operating effectively.
- To consider recommendations from external reviews of the school (e.g. Ofsted or local school improvement advisers), agree actions as a result of reviews and evaluate regularly the implementation of the plan.
- To ensure that all children have equal opportunities.
- To advise the resources committee on the relative funding priorities necessary to deliver the curriculum.

Engagement

- To monitor the school's publicity, public presentation and relationships with the wider community.
- To identify and celebrate pupil achievements
- To oversee arrangements for educational visits, including the appointment of a named co-ordinator.
- To ensure all statutory requirements for reporting and publishing information are met and the school website content is fully compliant and presented in an accessible way

Disqualification letter 1

I am sorry to have to write to you about this issue but our governing board minutes' record that you have not attended a governing board meeting for six months. The minutes also record that we have not received apologies for non-attendance

or

The governors have not accepted apologies for non- attendance.

I am writing to ask you whether you wish to continue as a school governor?

The governors do appreciate that it can be time consuming and demanding for people who volunteer to become school governors. You may have particular problems at the moment which prevent you attending, but that you hope will be resolved so that you can take up your role again. Please contact me by email to let me know your intention in the next seven days after receiving this letter say by ...

If you do not wish to continue the governors would need to consider disqualifying you. This disqualification would comply with the six-month rule in A guide to the Law for School Governors. " A governor who, without consent of the governing board, has failed to attend the meeting s thereof for a continuous period of six months beginning from the date of the first such meeting he failed to attend, is, on the expiry of that period disqualified from continuing to hold office as a governor of that school"

We hope you will want to continue as a governor and appreciate your commitment to the school in the past

Yours sincerely

Chair of Governors.

Disqualification letter 2

I am sorry to have to contact you again, but our governing board record that you have not attended a governing board meeting for six months. The minutes also record that we have not received apologies for non-attendance

or

The governors have not accepted apologies for non- attendance

This letter is to inform you that the governing board are therefore removing you from the governing board of The Kingsmead / Newton's Walk School for non – attendance. This disqualification complies with the six-month rule in A guide to the Law for School Governors.

“ a governor who, without consent of the governing board, has failed to attend the meeting s thereof for a continuous period of six months beginning from the date of the first such meeting he failed to attend, is, on the expiry of that period disqualified from continuing to hold office as a governor of that school”

We are sorry you have been unable to contribute as a governor as we are keen to retain governors; however, we are forced to take action to recruit another governor in your place.

On behalf of the governors I would like to thank you for the service you have provided to the school, which we appreciate, is time consuming and demanding for people who volunteer to become school governors. We hope you enjoyed you time as a governor

Yours sincerely

Chair of Governors