Terms of Reference

Ethelbert Road Primary School

Related documents:

- Monitoring Visits policy
- Code of Conduct
- Standing Orders for election of chair/vice chair, appointment of co-opted governors, appointment of partnership governors (where applicable), virtual governance.

The governing Board will always operate in accordance with the requirements of the Education Act; the School Governance Regulations; the Local Authority Scheme for Financing Schools; the Local Authority Financial Regulations and Procedures and all other relevant legislation. These terms of reference will be reviewed at least annually.

These documents were agreed by the Board at their meeting held on: 17 09 2026

Next review due by: October 2027

Table of Contents

Outline 3
Table of changes 2026/27 – circle model ..... **Error! Bookmark not defined.**
Terms of Reference ..... Error! Bookmark not defined.
Terms of Reference for [name of board] **4**
1 Governing body operational business **5**
2 General **6**
3 Inclusion and equality **7**
4 Safeguarding **7**
5 Curriculum **8**
6 Budget **8**
7 Staffing, appraisal and performance management **10**
8 Discipline/suspension and exclusion **11**
9 Premises and insurance **11**
10 Health and safety (H&S) **12**
11 Admissions **12**
12 Collective worship **12**
13 School organisation **12**
14 Information for parents **13**
15 Collaborations and consideration of federation and academisation **13**
16 Extended services **13**
Terms of reference for **13**
Individual delegated/link governors/monitoring pairs 13
Guidance for monitoring pairs for SIP priorities/curriculum 15
Guidance SEND link governors 16
Guidance for the safeguarding link governor 17
Guidance for the health and safety link governor 17
Guidance for monitoring pairs for finance 18
Terms of reference for panel hearings 19
Terms of reference for headteacher performance management panel 20
Terms of reference for the pay panel 21
Delegation of functions to headteacher 222
Standing Orders 25

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Outline

The governing board (known as the board) works collectively as a 'whole team', meeting at least six times per year, usually once in each term, without any separate committees; it considers monitoring reports and recommendations, makes decisions, and conducts routine business; where some actions are required more than once during the academic year the board must manage how tasks are fulfilled.

An annual planner and agenda for each meeting will include all the tasks the board is required to consider.

The board may assign activities arising from the business of the meeting, which will be recorded in the minutes. Any work assigned to individuals will have an outline, or working groups will have an additional board drafted agreed terms of reference (which will be incorporated within this document), and will report any findings, required actions or recommended decisions to the board at its next meeting. These reports will in turn, inform collective strategic decision making by the board.

In addition to assigned activities/actions/working groups, the board to ensure its core functions are fulfilled, will delegate monitoring responsibilities to 'monitoring pairs' or 'individuals'. These include the Department for Education (DfE) identified individual roles, roles recommended by the LA, and those focused on the priorities of the School Improvement Plan.

The board recognises:

- the delegated monitoring individuals/pairs are replacing committees in terms of challenge, responsibility and accountability when undertaking their monitoring and reporting back to the board
- that all decisions are made by the full board, including no financial delegated authority is given to monitoring pairs or individuals.

Meetings of the board and delegated individuals/pairs will be considerate of the wellbeing of staff and headteacher by referring to the DfE Improve workload and wellbeing for school staff guidance.

In each case where a function has been delegated, there is a statutory duty for the delegated governor/s to submit a written report to include any findings, actions, or recommendations for full board discussion and decision making.

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Terms of Reference for Ethelbert Road Primary School

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight, and assurance for educational and financial performance. The board has resolved to conduct **all** its business as a board, and to work collectively without committees.

The board will appoint the DfE identified individual delegated governor roles of:

- safeguarding, which includes online safety and cyber security.
- SEND.

Your Local Authority may require/recommend the board to also appoint delegated governors for:

- finance.
- health and safety.

It is recommended by The Education People Governor Services that boards also carefully consider the following link governor positions.

- Pupil premium – as identified in DfE PP statement.
- Attendance – as identified in the DfE attendance guidance
- Cybersecurity - as identified in DfE meeting digital and technology standards in schools
- Training and development – DfE recommended for focus on the development needs of the board.
- Whole school wellbeing
- Allergies, School Food Standards and Governance Guide 7.8.3
- Early years.

Having delegated governors does not reduce the collective accountability of the board for all its functions. The board will need to ensure that its agenda and reporting mechanisms enables all board members to have a collective strategic overview of all delegated monitored areas to enable accountability and effective informed decision making.

The maintained board has three strategic core functions:

1. that the vision, ethos and strategic direction of the school are clearly defined
2. that the headteacher performs their responsibilities for the educational performance of the school
3. the sound, proper and effective use of the school's financial resources

All governors are required to abide by the board's Code of Conduct and must indicate their acceptance via GovernorHub

The main responsibilities to be managed by the board are outlined below:

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1 Governing body operational business

1.1. To ensure focus on the three strategic core functions/purposes.

1.2. To review and revise Instrument of Government at FGB for approval by LA and/or foundation trust.

1.3. To review and agree the standing order prior to the election of the chair and vice chair including the length of the term of office – *the end of term of office dates must be recorded in the full governing body (FGB) minutes.*

1.4. To consider and record in the FGB minutes if the board wish to elect co-chair or co-vice chair positions and how the responsibilities will be distributed (optional).

1.5. Elect (or remove) the chair and vice chair.

1.6. To appoint (or dismiss) the clerk/governance professional to the full board.

1.7. To hold at least six full board meetings each year for school business.

1.8. To appoint co-opted governors in line with the board's agreed standing order.

1.9. To appoint partnership governors *(where this category of governor is listed on the Instrument of Government).*

1.10. To nominate and appoint (after Local Authority approval) the Local Authority (LA) governor.

1.11. To suspend or remove/recommend removal of a governor. *(Foundation governors can only be removed by their appointing body; LA governors can only be removed by the LA).*

1.12. To decide which functions of the board will be delegated to individuals or monitoring pairs in replacement of committees, based on monitoring school priorities.

1.13. To appoint the DfE identified individually required roles of safeguarding, SEND, and LA required/recommended roles of finance and health & safety based on skill set and expertise.

1.14. To consider appointment of additional link governor roles, such as pupil premium, attendance, whole school wellbeing, allergies, School Food Standards and early years.

1.15. To ensure at least one member of the governing body has undertaken basic cyber security training meeting digital and technology standards in schools and colleges guidance

1.16. To receive written reports from any monitoring pair or individuals to whom a delegated or monitoring function has been made and to consider whether any further action or decision by the board is necessary *(statutory duty).*

1.17. To annually review the delegation arrangements.

1.18. To annually review and approve the board monitoring visits policy and monitoring schedule.

1.19. To appoint a recruitment selection panel for headteacher/deputy headteacher and ensure social media checks are undertaken as appropriate; ensure at least one member of the panel has completed safer recruitment training.

1.20. To approve decisions of appointed selection panel.

1.21. To recruit, for board approval, new governors as vacancies arise ensuring the board has all the necessary skills to be effective.

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1.22. To ensure all governors have an enhanced Disclosure and Barring Service (DBS) and section 128 check. *For LA maintained governors' applications must be submitted to the DBS within 21 days of election or appointment.*

1.23. To approve the board Code of Conduct and ensure all governors abide by its principles and behaviours.

1.24. LA Maintained boards - to agree a governors' allowances policy.

1.25. To review and agree the board's procedures where they are not set out in legislation and record these as standing orders e.g. election of chair/vice, co-opted/ partnership governors and virtual governance.

1.26. To delegate to the headteacher the functions as described in the Delegation of Functions to Headteacher.

1.27. To agree and arrange a suitable induction process and mentoring for governors which includes safeguarding and child protection (and online safety) and Prevent duty training.

1.28. To consider the appointment of a training and development governor to audit individual and collective development needs and from evaluation promote appropriate training.

1.29. To regularly audit and evaluate the impact of governance to inform the structure of the board.

1.30. To ensure the headteacher provides such reports as requested by the board to enable it to undertake its role.

1.31. To ensure the relevant governor information is published on the school website, GIAS and LA database (GovernorHub) as required under DfE statutory duties.

2 General

2.1 Regularly review the vision and values of the school and ensure that these are shared with all stakeholders.

2.2 To take an active role in school self-evaluation identifying success and areas requiring improvement.

2.3 To annually approve the costed School Improvement Plan to enable the board to regularly hold leaders to account against agreed milestones; monitoring to be agreed in a board monitoring schedule; all activity to be recorded in the minutes.

2.4 To regularly review the impact of additional funding eg, Pupil Premium, Sports Premium.

2.5 To regularly receive data/reports on areas suggested in the Maintained Governance Guide on attainment, attendance, behaviour, suspensions/exclusions.

2.6 To review regularly how the school is regarded by pupils, parents and staff.

2.7 To ensure the school has in place all statutory policies, as listed in the Governance Guides and to keep these under regular review, consulting with representative stakeholders as appropriate. (*Some policies may be delegated for review to individuals/pairs for recommendation to the board for approval*).

2.8 To approve statutory policies, ensuring their impact and compliance.

2.9 To approve procedures for: regulation of conduct and discipline of staff and any grievance process

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2.10 To ensure there is a process in place for the approval of school trips and the school's procedures for educational visits, to ensure the safety and welfare of the pupils, staff and volunteers.

2.11 To approve any school trips overseas; trips involving travel by air or by sea and trips involving one night's absence or more.

2.12 To ensure the school has a board approved, up to date, complaints policy published on the school website, with stakeholders knowing how to raise concerns and make a complaint.

2.13 To have regard to the professional advice given by the clerk as the governance professional.

2.14 To ensure that the board complies with all other legal duties placed upon them as shown and updated within the Governance Guides.

2.15 To ensure the school food standards are being met.

3 Inclusion and equality

3.1 To establish and approve a special educational needs (SEND) policy.

3.2 To ensure the DfE Inclusion Strategy Template has been approved by the board, signed by the chair, to be uploaded to the school's website by the deadline of 31 December annually

3.3 To publish and update at least annually a SEND information report, meeting requirements set out in the Special Educational Needs and Disability Regulations.

3.4 To ensure the board comply with statutory duties from the SEND code of practice 0-25 and most recent edition of Keeping Children Safe in Education (KCSIE) in respect of pupils with special needs; having appointed a SEND governor, receive written monitoring reports.

3.5 To abide by the Equality Act 2010 and ensure the school complies with statutory guidance. *As public bodies LA maintained schools must comply with the public sector equality duty. This means they must publish:*

- *details of how the school complies with the public sector equality duty must be updated every year*
- *the school's equality objectives must be updated every four years*

3.6 To abide by the Human Rights Act 1998.

3.7 To receive reports on bullying, homophobic, racial incidents etc.

3.8 To ensure the school adheres to statutory guidance in relation to school uniform.

3.9 To ensure the accessibility plan is fit for purpose.

4 Safeguarding

4.1 To ensure statutory compliance with the most recent edition of KCSIE and its associated policies including adopting and reviewing annually the most recent edition of the LA child protection policy and relevant procedures.

4.2 To ensure the board comply with statutory duties of the most recent edition of KCSIE, and having appointed (as DfE required) identified safeguarding and SEND governor, receive regular written governor monitoring reports.

4.3 To ensure all governors have read and understood the most recent edition of KCSIE and have regard to its guidance.

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4.4 To receive confirmation that every member of school staff has read and understood the most recent edition of KCSIE part 1.

4.5 To have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the PREVENT duty within the child protection policy.

4.6 To ensure all governors have undertaken strategic safeguarding training, including child protection, online safety and PREVENT training regularly to equip them in their strategic role.

4.7 To receive regular safeguarding reports from the Headteacher/DSLs in addition to the annual safeguarding report to the board.

4.8 To ensure the governing board are aware of their roles and responsibilities regarding monitoring and filtering, cyber security and mobile phone use within school/s.

5 Curriculum

5.1 Ensure national curriculum is taught to all pupils.

5.2 To ensure the curriculum is ambitious and designed for all learners particularly the most disadvantaged and those with SEND or high needs to give them the knowledge and cultural capital they need to succeed in life.

5.3 To ensure the curriculum is broad and balanced by understanding the intent, implementation, and impact.

5.4 To ensure the British values are embedded within the curriculum, preparing pupils for life in modern Britain.

5.5 To consider recommendations from external reviews of the school (eg, Ofsted, school improvement advisers, Governor Services, safeguarding), reviewing and evaluating any agreed actions to ensure impact.

5.6 To undertake any training (in or out of school) that is necessary to enable effective monitoring of the agreed school improvement plan and its targets.

5.7 To evaluate the extent of success/impact within agreed timescales e.g. SIP.

5.8 To identify and celebrate success.

6 Budget

6.1 To ensure all financial decisions in addition to those delegated by the board to the headteacher are agreed at board meetings.

6.2 To ensure compliance with:

LA Scheme for Financing Schools

6.3 To operate within the LA's Financial Regulations

6.4 To annually analyse and approve a three-year budget which shows clear links to the School Improvement Plan.

6.5 To approve, monitor and submit to the LA a recovery plan where revenue deficit rises above 5% on 31 March of any year.

6.6 To approve and review for impact and delivery, a costed school improvement plan.

6.7 To annually in the autumn term, approve and then regularly review the LA financial risk register

6.8 To annually review and approve the finance policy and LA recommended levels of delegation.

- *monitoring pairs should not approve spending - this must be a full board decision.*

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6.9 To undertake financial benchmarking and report back to the board.

6.10 To approve and annually review the charging and remissions policy.

6.11 To enter into contracts following agreed financial limits and processes with board approval (in finance policy):

- for purchases up to £24,999* it is considered good practice to hold one written quotation
- for purchases of £25,000* and up to the current public procurement threshold, three written quotations are obtained and submitted to the *FGB* for approval
- for purchases above the public procurement threshold for goods and services, or above £1m for works, a tendering procedure compliant with public procurement regulations is required.

**These limits should be viewed as upper limits. It may be more appropriate to consider a lower limit dependant on school standing and local knowledge. If applicable, please amend values.*

6.12 To approve virements as set out and agreed in the finance policy (£15,000).

6.13 Analyse and report on tenders for contract services, ensuring three written quotations in line with Scheme for Financing School. (For more information on Procurement see Kelsi).

6.14 To approve any assets to be written off and disposed of, at a board meeting and document within the minutes.

6.15 To approve debts up to £1000, which are required to be written off, after every effort has been made by the headteacher and governors to recoup the monies, with the decision made and documented in minutes.

6.16 To make decisions in respect of service agreements following agreed delegation of financial limits and insurance limits and document in minutes (scheme for financing schools).

6.17 To draft, approve and submit the Schools Financial Value Standard (SFVS) by 31 March and ensure remedial actions are cleared within specific deadlines.

6.18 To receive six separate budget monitoring reports at FGB meetings with commentary from the operational business lead, which will include the impact of any change, both positive and negative to the three-year budget plan. (SFVS Q3 requirement). *Any recovery plan for budget with a deficit must be monitored for implementation and impact.*

6.19 For the chair and finance monitoring pairs to receive monthly budget reports.

6.20 To effectively manage and review resources for financial efficiencies and maximise pupil outcomes ensuring value for money.

6.21 To monitor and evaluate all school policies and procedures related to fraud e.g. gifts and hospitality, KCC cash award guidance for schools, and document compliance in board minutes.

6.22 To agree the annual Pupil Premium Statement /strategic action plan for the pupil premium spend, monitor how funding is spent and the impact for pupils and ensure annual statement is uploaded to school website by 31 December.

6.23 To receive regular reports on the spending and impact of the primary Sports Premium funding, including a copy of the annual online reporting form, signed by the chair of governors and ensure a copy is uploaded to the school website by 31 July.

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6.24 To monitor and evaluate the management of the voluntary fund and to receive the audited accounts.

6.25 To receive regular monitoring reports from the finance monitoring pair.

6.26 To ensure financial succession planning within the board.

- Ensure annual governor skill audit/financial skills audit is undertaken and evaluated.

6.27 To review and take account of any consultations to change the LA Scheme for Financing Schools.

6.28 To receive the school asset plan annually.

7 Staffing, appraisal and performance management

7.1 To annually determine the staff structure in consultation with the headteacher.

7.2 To annually review and approve the appraisal policy, recruitment policy and ensure the statutory guidance Induction of Early Career Teachers is followed.

7.3 To ensure the school meets its statutory and contractual obligations with regards to pay.

7.4 To review and annually approve the appraisal and pay policies, ensuring they match the Terms of Reference, including the criteria and framework for pay decisions in line with the most recent edition of the School Teachers Pay and Conditions Document (STPCD) .

7.5 To determine the annual budget for pay and any uplift to be applied to the school's pay scales for teachers and support staff.

7.6 To determine which functions are to be delegated to the pay panel/headteacher.

7.7 To appoint the headteacher performance management panel (HTPM) (best practice of 3 skilled and trained governors, to include the chair of the board. The chair of the full board must not be appointed as the chair of the panel. The vice chair does not sit on this panel alongside side the chair.)

7.8 To appoint an external adviser for advice and support, on the headteacher's appraisal and to consult that adviser on setting objectives for the headteacher (statutory duty, The Education (School Teachers' Appraisal) (England) Regulations 2012)

7.9 To ensure that the HT handover documentation is completed by the outgoing HT and the chair receives a copy.

7.10 To undertake the headteacher appraisal (best practice before 31 December each year).

7.11 To take into account the headteacher standards for excellence

7.12 To appoint the pay panel to undertake the pay panel process (best practice, three skilled and knowledgeable governors).

7.13 To agree total staff pay award following recommendation from pay panel.

7.14 To agree any pay award for the headteacher following recommendation from the headteacher performance management panel – to ensure compliance with STPCD, see Leadership group pay section.

7.15 To monitor the application and effectiveness of the pay policy, ensuring pay decisions are linked to evidence of performance and the criteria for pay progression are applied consistently, fairly and objectively.

7.16 To consider structural solutions upon resignation/retirement of headteacher.

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- *Boards should seek appropriate advice, consider the strategic direction of the school at suitable moments such as vision setting or leadership changes, and record decisions with clear evidence of due diligence*

7.17 To establish a selection panel of governors for a headteacher/deputy headteacher recruitment panel and follow agreed procedure.

- *For LA maintained community and voluntary controlled schools, this action requires the consideration of LA advice from an LA recommended adviser.*
- *For voluntary aided (VA) and foundation schools – governors should decide whether the director of education/diocesan authority and LA should have advisory rights.*

7.18 To approve headteacher and deputy headteacher appointments and starting salary, subject to necessary checks, following recommendations from the board approved selection panel.

7.19 In VA schools, agree staffing policies which provide for governor involvement in the interests of preserving the school's religious character.

7.20 To ensure and review procedures for addressing staff discipline, conduct, grievance, bullying and harassment, pay and whistleblowing, ensuring that staffing procedures follow equalities legislation.

7.21 To establish a governor panel to hear staff appeals in accordance with the relevant policy.

7.22 To dismiss the headteacher.

7.23 To end the suspension of staff or headteacher as determined within the policy.

7.24 To determine dismissal payments/settlement agreements/early retirement.

7.25 To monitor the budget against the school improvement plan and staff needs to ensure staff development, progression and raised pupil outcomes.

8 Discipline/suspension and exclusion

8.1 To establish a statement of behaviour principles on which the school can produce a behaviour policy.

8.2 To review the use of suspension and permanent exclusion in line with the agreed policy, via an exclusion panel - suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

8.3 To direct the reinstatement of excluded pupils via the delegated appointed exclusions panel.

8.4 To consider the findings of any Independent Review Panel.

8.5 To receive regular updates on attendance, behaviour, suspensions and exclusions.

9 Premises and insurance

9.1 To approve and monitor a school buildings strategy taking into account risks and priorities.

- With consideration to the most recent LA Asset management planning.

9.2 To procure and maintain buildings, including a properly funded maintenance plan.

9.3 To review and approve business continuity plan.

9.4 To review and approve accessibility plan to ensure inclusion.

9.5 To review and approve the lettings policy (*see KCSIE*).

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9.6 To seek advice from the Local Authority, diocese, or foundation trust, where appropriate to ensure adequate levels of buildings and personal liability insurance.

9.7 To receive the annual site report.

10 Health and safety (H&S)

10.1 To review and approve a H&S policy.

10.2 To ensure that H&S regulations are followed and appropriately prioritised.

10.3 To receive confirmation of completion of compliance checks from operational lead as per H&S policy.

10.4 To receive the annual H&S Inspection report and agree and monitor any actions.

10.5 To receive the LA required H&S inspection reports as per H&S policy three times a year.

10.6 To confirm all risk assessments are regularly reviewed and updated.

10.7 To appoint a H&S governor.

10.8 To receive written H&S governor monitoring reports in line with the agreed policy.

11 Admissions

11.1 To follow the School Admissions Code statutory guidance when carrying out duties relating to school admissions.

11.2 Set a clear published admission number (PAN), which states the number of applicants they will admit where enough applications are received.

- A board of a community or VC school can object to the adjudicator if they disagree with their PAN (which will be set by the LA as admission authority).

11.3 To establish an admissions policy in liaison with the LA.

12 Collective worship

12.1 To ensure that the school provides teaching of religious education for all pupils in accordance with the agreed syllabus and has informed parents of their right to withdraw their children, in line with Collective worship in schools guidance / Religious education (RE) and collective worship in academies and free schools

12.2 To ensure the school provides an act of broadly Christian daily collective worship.

- In some maintained schools without a designated religious character, the Head can apply to the local Standing Advisory Council on Religious Education (SACRE) to have the broadly Christian requirement disapplied and replaced by collective worship distinctive of another faith and should consult the board before doing so.

13 School organisation

13.1 To set the time of the school sessions and the dates of school terms and holidays.

- Dates of school terms for community and VC schools are set by the LA.
  For best practice, VA, foundation schools and academies could follow LA guidelines.

13.2 To publish proposals to change category of school.

13.3 To propose to alter or discontinue voluntary, foundation or special school status.

13.4 Membership of the board to comply with the following.

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- Maintained - agreed Instrument of Government (IOG).
- Academies - agreed Articles of Association.
- LA Maintained full board quorum - one half of the number of governors in post (rounded up).

Ensure current governors in post are published on the school website, GIAS and GovernorHub.

14 Information for parents

14.1 To ensure that the school keeps parents and prospective parents up to date with school information.

15 Collaboration, federation and academisation – strategic options

15.1 To consider collaborating with another school to aid school improvement or leadership capacity of either school.

15.2 To consider forming or joining a group of schools.

15.3 To consider forming a federation or joining an existing federation, seeking LA advice and support before completing due diligence.

15.4 To consider requests from other schools to join an existing federation and seeking LA advice and support before completing due diligence.

15.5 To leave a federation, seeking LA advice and support.

15.6 To consider approach and time scale to academy conversion.

15.7 To consider forming or joining an existing multi-academy-trust (MAT) and undertake due diligence.

16 Extended services -

16.1 To decide to offer additional activities and agree what form these should take.

16.2 To cease providing extended services provision.

Terms of reference for

Individual delegated/link governors/monitoring pairs

Any individual to whom a governor monitoring responsibility has been delegated is expected to work within the following terms of reference in conjunction with the protocols and procedures set out in the governor monitoring visits policy and the board code of conduct. It is a statutory duty in legislation to report back to the full board at the next meeting following a monitoring visit.

All link governors have a statutory duty to report to the full governing body their findings for further discussion and/or decision. There are no delegated decision-making powers for link governors.

Having delegated governors does not reduce the collective accountability of the board for all its functions. The board will need to ensure that its agenda and reporting mechanisms enable

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all board members to have a collective strategic overview for all delegated monitored areas to enable accountability and effective informed decision making.

Guiding principles:

Before undertaking any monitoring, governors will read the monitoring visits policy and board code of conduct. Written reports will be submitted for factual check and comment by the headteacher within one week of the visit and forwarded to the governance professional for distribution/uploaded to GovernorHub as soon as possible, at least seven clear days before the next board meeting.

It is expected that three monitoring visits will be completed during the year unless school circumstances necessitate more. Not all visits necessarily have to take place during the time when students/pupils are in school and could be just as effective as a meeting between governor(s) and the lead professional at the end of the day as mutually agreed.

Responsibilities

- To ensure full understanding of the delegated role.
- To be properly prepared for each visit by reading relevant polices and paperwork.
- To meet with the lead professional within the school to gain an understanding of the scope of the area/target and the activities the school is conducting to achieve success.
- To ensure key questions are asked and collective constructive challenge is enabled at the board meetings to hold leaders to account.
- To ensure any board meeting follow up actions are completed and documented.
- To undertake any necessary training (in or out of school) to enable effective monitoring.
- To monitor the progress of school activities towards the priority milestone or statutory duties.
- To evaluate the extent of success at the end of the set timescale.
- To ensure all visits to the school are arranged with reference to the headteacher and in accordance with the agreed Governor Monitoring Visits Policy.

The board have appointed the following individual delegated governors:

Statutory roles:	
Safeguarding (including child protection)	Rebecca Faithfull Quinlan
SEND	Siobhán Price Elaine Parkinson
LA required/recommended roles:	
Health and safety	Janet Harris Lyn Jardine
Finance governor	Janet Harris Amy Kellehar
Non statutory/best practice:	
Allergies	Tracey Hills
Attendance	Amy Kellehar Jonathan Richardson
Curriculum	Siobhán Price Jonathan Richardson
Early years	Jonathan Richardson

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	Vanessa Bull
GDPR	Amy Kellehar
Pupil Premium/other targeted funding	Janet Harris Lyn Jardine
School Food	Sienna Constantine
Sustainability	Jonathan Richardson
Training and development governor	Tracey Hills
Website Compliance	Sienna Constantine
Whole school wellbeing	Rebecca Faithfull Quinlan
Agreed by the board: 17/09/2026	
Review date: September 2027	

Guidance for monitoring pairs for SIP priorities/curriculum

The board recognises the delegated monitoring individuals/pairs are replacing committees in terms of challenge, responsibility and accountability when undertaking their monitoring and reporting back to the board; the board recognises that all decisions are made by the full board and no delegated authority is given to monitoring pairs. **This guidance is to support monitoring pairs and link governors associated with school improvement and pupil outcomes to fulfil their roles.**

Monitoring pairs have a statutory duty to report to the full governing body their findings for further discussion and/or decision.

General

- To regularly monitor the relevant areas and milestones within the school improvement plan.
- Visit regularly, with consideration for timing of board meetings, wellbeing of staff and governors, and timetabled relevant to school data analysis timescales e.g. three times per academic year.
- To ensure monitoring visit reports are available and included in FGB papers, at least 7 clear days in advance of meetings.
- To monitor the schools' policies in relation to the curriculum, safeguarding and pupil welfare, and behaviour.

Curriculum

- To monitor and report to the FGB how the agreed curriculum is ambitious and designed for all learners particularly the most disadvantaged and those with SEND or high needs to give them the knowledge and cultural capital they need to succeed in life.
- To ensure the curriculum is broad and balanced by understanding the intent, implementation and impact; ensuring a full curriculum is delivered.
- To monitor and report to the FGB how British values are embedded within the curriculum.
- To understand the performance data for the school including the vulnerable groupings.
- To monitor impact of specialist funding for pupil premium, PE/sports premium (primary only) and other targeted funding.
- To undertake any training (in or out of school) that is necessary to enable effective monitoring of the agreed school improvement plan and its targets.

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- To evaluate the extent of success at the end of the set and agreed timescale.
- To identify and celebrate success.

Expectations and outcomes

- To monitor pupil group achievement and progress against expectations, predicted outcomes and school improvement milestones and targets.
- To monitor the impact of any extended services provided to pupils against pupil progress and achievement.

The board have appointed the following monitoring pairs for SIP priorities:

SIP priority	Names of monitoring pairs
Subject leaders will continue to refine and strengthen their curriculum areas to ensure high-quality learning experiences and positive outcomes for all pupils, in readiness for the full implementation of the New National Curriculum in September 2028	Siobhán Price Jonathan Richardson
Continue to enhance feedback practices through the review and refinement of evidence-informed strategies, building on the school's strengths in active listening and metacognition	Siobhán Price Elaine Parkinson
Leadership and governance will strengthen inspection readiness through systematic preparation for the revised Ofsted framework	Jonathan Richardson Janet Haris
Enhance pupils' personal development through the schools bespoke Ambition in Action Programme, fostering resilience, character, enrichment and career awareness	Amy Kellehar Rebecca Faithfull Quinlan

Guidance SEND link governors

The role of the SEND governor is to ensure the board are aware of their statutory responsibilities and to monitor on behalf of the board and report back to the board for further discussion and decision.

This guidance is to support SEND link governor fulfilling their role.

- To undertake monitoring visits.
- To ensure monitoring visit reports are included in FGB papers in line with the agreed monitoring visits policy.
- To monitor the relevant areas and milestones within the school improvement plan relating to the pupils with SEND.
- To monitor and report to the FGB how the agreed curriculum is ambitious and inclusive, designed for all learners particularly the most disadvantaged and those with SEND or high needs to give them the knowledge and cultural capital they need to succeed in life.

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- To monitor the impact of high needs funding and progress of pupils with SEND.
- To review the special educational needs policy for approval at board level.
- To liaise with the SENCo to ensure the SEND information report is reviewed and updated at least annually.
- To monitor compliance with the statutory duties from the SEND code of practice and report back to the board.
- To monitor pupil group achievement and progress against expectations, predicted outcomes and school improvement milestones and targets regarding pupils with SEND.
- To ensure the accessibility plan is considered and approved.
  This could be in collaboration with the H&S link governor.
- To keep up to date with legislative and local guidance in relation to pupils with SEND and inclusion, attending training where necessary and ensure the board is made aware of any changes to their statutory responsibilities.

Guidance for the safeguarding link governor

The role of the Safeguarding governor is to ensure the board are aware of their statutory responsibilities, take strategic leadership responsibility for the safeguarding arrangements and report back to the board in line with the .

This guidance is to support safeguarding link governor fulfilling their role.

- To undertake monitoring visits to the school.
- To meet with the designated safeguarding leads (DSLs) regularly to review safeguarding arrangements.
- To monitor compliance with the statutory duties from the most recent KCSIE and report back to the board.
- To have read and understood the most recent KCSIE in its entirety.
- To ensure own knowledge of relevant guidance and policy is up to date, ensuring the board is made aware of any changes to their safeguarding responsibilities.
- To monitor the safeguarding, child protection and associated polices to ensure safeguarding is effective, and report to the board.
- To monitor the online safety policy to ensure the school's monitoring and filtering systems are effective.
- To undertake cyber training as per guidance.
- To confirm the lettings policy safeguarding checks are completed.
- To undertake annual safeguarding training in relation to the role.
- To monitor the schools' policies in relation to behaviour.

Guidance for the health and safety (H&S) link governor

The role of the health and safety (H&S) link governor is to ensure the board are aware of their statutory responsibilities regarding health & safety and to monitor and report back to the board for further discussion and decision. The H&S link governor will not conduct any health and safety checks themselves.

This guidance is to support health and safety link governor fulfilling their role

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- To undertake monitoring visits to the school.
- To review the business continuity plan and report recommendations to the board.
- To monitor the accessibility plan and review for approval. This could be in collaboration with SEND link governor.
- To monitor the school building strategy/maintenance plan and update board via monitoring report.
- To review and recommend the H&S policy to the FGB for approval and adoption.
- To monitor the H&S policy.
- To monitor FGB agreed actions from the annual H&S Inspection Report.
- To receive the LA required H&S Inspection Reports from the operational lead three times a year as per the H&S policy.
- To ensure H&S monitoring visits take place as agreed within the monitoring schedule and report to the board.

Guidance for monitoring pairs for finance

The board recognises the delegated monitoring individuals/pairs are replacing committees in terms of challenge, responsibility and accountability when undertaking their monitoring and reporting back to the board; the board recognises that all decisions are made by the full board and no delegated financial authority is given to monitoring pairs. **The guidance is to support monitoring pairs and link governors associated with school finance to fulfil their roles.**

Monitoring pairs and link governors have a statutory duty to report to the full governing body their findings for further discussion and/or decision. There are no delegated decision-making powers

General

- To undertake monitoring visits to the school.
- To monitor the impact of the costed school improvement plan in relation to the budget spend.
- To regularly submit written reports to the board and ensure that all financial decisions are recorded correctly in the minutes.
- Chair of the full board to be in receipt of a monthly finance report.
- Review compliance audit reports, ensuring the board follows recommendations and actions.
- To monitor that the school is working within the Schools Financial Value Standard (SFVS) recommended guidelines.
- To monitor compliance with the LA Scheme for Financing Schools and report to the board.
- To monitor the school asset plan annually.
- To annually, in the autumn term, recommend to the board the financial risk register and keep under regular review.

Budget

- To annually evaluate and recommend the budget for board approval.
- To oversee an up to date ‘balanced’ three-year budget plan, which shows clear links to ‘school improvement’ and ‘staffing’ plans.

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  - Receiving reports of any rollover, including any significant variances and their impact on the three-year budget plan.
- To receive monthly budget monitoring reports from the school's operational finance lead.
  - *This is in addition to the chair of the board being in receipt of a monthly finance report.*
- To ensure with support from the school's operational finance lead, a draft SFVS return for board approval for submission to the LA before the annual deadline.
- Monitor and report to the board any SFVS remedial actions to ensure they are cleared within specified deadlines.
- To produce a report for the board to show the benchmark of school financial performance against similar schools.
- To monitor the spend of targeted funding such as pupil premium, sports premium, ensuring its use has impact, and liaise with the relevant link governor/s.
- To monitor, review and evaluate for approval all school policies and procedures and report to the board with recommendations e.g. anti-fraud, bribery and corruption; finance; lettings; whistleblowing; governor allowances; charging and remissions; gifts and hospitality; KCC cash award guidance for schools.

The board have appointed the following governors as the monitoring pairs for finance:

Janet Harris

Amy Kellehar

Terms of reference for panel hearings

- All panels including appeals panels will follow the relevant board approved policy, procedure and guidance e.g. HR Policies, Suspensions and Exclusions, complaints, pay etc.
- Panels are to be convened/supported by the clerk/governance professional as reflected in the agreed policy.
- All panellists will undergo training to understand their roles and responsibilities.
- All panellists will be unbiased and understand the remit of their decision making as described within the relevant policy.

Membership: any three governors from a pool of governors from the full board who are:

Suitably knowledgeable and objective to undertake the role, and are not tainted, and are available on the date specified.

***Please note*:**

- *The headteacher is disqualified from serving in this role.*
- *Any governor having a connection with either a pupil, a member of staff or the incident in question which could affect their ability to act impartially should not serve on the panel.*
- *Any governor who has participated on a panel for a staffing decision, cannot sit on the appeal panel.*
- *Staff governors and any members of staff should not sit on panels in their home school.*

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Terms of reference for headteacher performance management panel (HTPM)

Guiding principles:

- In following best practice, the headteacher's appraisal will be the first staff appraisal performed to enable headteacher objectives to be reflected within other whole school staff performance management objectives to drive the school forward.
- Is it a statutory requirement for maintained schools (best practice for academies) that the board appoint an independent external adviser to assist the panel with the headteacher' appraisal, and to consult on setting objectives for the headteacher; this person should be suitably experienced and knowledgeable in school improvement and leadership matters.

Where serious weaknesses are identified in the headteacher's performance then the process should cease, and the issues will be managed within the school's formal capability procedure. The appraisal process will be recommenced when the headteacher's performance has reached the required standard.

Responsibilities:

- To meet annually with the headteacher and a *board appointed*, independent external adviser
- Inform the headteacher of the standards against which their performance will be assessed.
- To review, in consultation, with the external adviser, the performance of the headteacher against the agreed appraisal objectives.
- To consult with the external advisor to set challenging but achievable objectives for the coming year ensuring they are specific, measurable, attainable, relevant, and time-bound (SMART).
  - Objectives should as far as possible be reached by agreement. However, where a joint determination cannot be made the HTPM panel will make the determination, following consultation with the external adviser, with the provision for the headteacher to record any disagreement if required.
- To prepare and agree the headteacher appraisal review statement, and report to the board the completion of the process.
- To determine the recommendation on pay progression for approval by the full board in line with the latest School teachers pay & conditions document
  - Note the procedure required in determination of leadership pay ranges (section 9) for increases outside of the headteacher group size, including *seeking external independent advice before providing such agreement and support its decision with a business case* when appropriate.
- To monitor through the year, including a mid-year review meeting, the performance of the headteacher against the agreed objectives and to ensure appropriate support and development opportunities are provided.

Membership: three governors, including the chair of the board, though not the vice chair as well.

The chair of the board will not take the role of the panel/committee chair.

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Please note:

- Neither the headteacher nor staff governors or staff may serve on this group.
- In voluntary aided/controlled/trust schools, consideration for best practice, for at least one member to be a foundation governor.
- Consideration may need to be given to situations where governors serve on both HTPM and the pay panel.

Governor 1 and chair of panel: Elaine Parkinson
Governor 2: Siobhan Price
Governor 3: Jonathan Richardson
Date agreed for HTPM: *(best practice before staff and before 31 December)* **22/10/2026**
Date agreed for mid-year review: To be agreed at HTPM (22/10/2026)

Terms of reference for the pay panel/committee

The board will delegate all pay decisions in accordance with the school's pay policy; the pay panel will act in accordance with the pay policy. It is the role of the pay panel:

- To observe all statutory and contractual obligations.
- To determine the pay progression to be awarded to individuals as delegated within the pay policy, having regard for the most recent publication of the School Teachers Pay and Conditions Document.
- To apply the criteria set out in the school's pay policy and consider fully the recommendations made by the headteacher regarding an individual's pay.
  - Where pay decisions are made by a pay panel - the headteacher may provide professional advice and guidance to the panel to assist with decision making.
  - To ensure the achievement of all the pay policy objectives and principles in a fair, reasonable and equitable manner.
- To ensure all employees are made aware of the outcome of their individual pay review in writing within ten days of the decision making.
- To maintain an *accurate written record of all meetings*, recording the reasons for the pay decisions taken and having due regard to confidentiality.
- To report summary information regarding annual total budget for pay decisions to the board for approval in line with agreed school policies.
- To recommend to the board changes to the policy and to consult with staff and recognised unions on those proposed changes.
- To seek advice from the school's HR provider where appropriate.

All decisions made by the pay panel will take due account of the written appraisal statement and all relevant information available from an appraisal or other review of an employee's skills, abilities, performance and any other factors deemed to be relevant. This will include any written recommendation made by an employee's appraiser.

All decisions regarding pay progression for teachers, including the leadership group should be made without undue delay.

Refer to approved policies to ensure compliance with agreed timescales.

Membership [three governors]

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- Membership of the pay panel will not be open to anyone who could benefit financially, directly or indirectly from such membership or any of the decisions of the panel.

Please note:

- Neither the headteacher nor staff governors or staff may serve on this group.

Carefully consider the membership of the panel and appeals panels to ensure the right composition. Avoid both the chair and vice chair being members of the pay panel as this will inhibit one of these key senior roles being available for any pay appeals that may arise. Consideration should be given to situations where governors serve on both HTPM and the pay panel.

Governor and chair of panel: Janet Harris
Governor: Elaine Parkinson
Governor: Lyn Jardine (TBC)

Delegation of functions to headteacher

The delegation to the headteacher leader ensures a clear separation between strategic non-executive oversight and operational leadership. The headteacher is expected to work within the headteacher's standards and the following terms of reference, and to provide the board with such reports in connection with their functions/ purposes as the board requires and to ensure all policies, procedures and documentation requiring board approval are presented.

Budget

- To make miscellaneous financial decisions up to an agreed limit as set out in the school finance policy.
- To make virements as set out and agreed in the school's finance policy (8,000).
- To monitor monthly expenditure.
- To ensure payments are made.
- To ensure the board receives six separate budget monitoring reports every year.
- To ensure monthly budget reports are sent to the chair of governors and the finance monitoring pairs.

Staffing, appraisal and performance management

- To appoint teachers and non-teaching staff.
- To establish disciplinary, capability and grievance procedures.
- To suspend staff.
- To initially dismiss staff.
- To produce and maintain a central record of recruitment and vetting checks, to also include those involved in school governance.
- To formulate and implement an appraisal policy, recruitment policy.
- Ensure that statutory guidance for Induction of Early Career Teachers is followed.
- To make pay decisions in line with the pay policy and legal requirements
- To carry out appraisal of other teachers (or delegate to line managers in the school) and ensure mid-year reviews are undertaken.

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- To undertake moderation of pay recommendations to ensure consistency and fairness across staff groups.

Curriculum

- To ensure the national curriculum is taught to all pupils and consider disapplication for pupils as appropriate.
- To establish and implement a curriculum policy.
- To decide which subject options should be taught.
- To be responsible for standards of teaching.
- To be responsible for each individual child's education.
- To agree and review the content of any relationships education (primary) to ensure it meets statutory requirements, and to approve a written policy for its delivery.
- To ensure the balanced treatment of political issues and to prohibit political indoctrination.
- To promote British values.

Standard setting

- To set standards and predictions for pupil achievement and progress.
- To annually deliver the costed School Improvement Plan for approval at FGB.

Religious education and collective worship

- To provide religious education in line with school's basic curriculum.
- In schools with a religious character, to provide religious education to the agreed syllabus.
- To ensure, after consultation with the board, that all pupils take part in a daily act of collective worship.
- In schools with a religious character, to provide collective worship of a denominational character.

Health and safety, premises and insurance

- To ensure rigorous approaches to identifying, managing and mitigating risk.
- To ensure health and safety regulations are followed.
- To ensure the health and safety policy is adhered to; ensure regular health and safety inspections are carried out (at least three times a year), and remedial action is taken as appropriate.
- To ensure emergency evacuation is practiced at least three times a year and records retained.
- To report to the board at FGB meetings that compliance checks have been completed.
- To ensure that all risk assessments are regularly reviewed and updated and reported to the board.
- To ensure the board receives the school buildings strategy for approval.

Discipline/suspension and exclusions

- To draft the content of the school behaviour policy (to include mobile phone use) and publicise it to staff, students and parents.

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The board of a maintained school must make, and from time-to-time review, a written statement of principles to help the head teacher determine the measures that make up the school's behaviour policy (which must include measures to prevent all forms of bullying among pupils). This duty cannot be delegated. The board must consult the headteacher, other appropriate members of staff, parents, carers and all registered pupils before making or changing this statement of principles.

Inclusion and equality

- To designate a qualified teacher to be responsible for coordinating SEND provision (SENCO).
- To appoint a designated teacher for looked after children.
- To ensure that Public Sector Equality Duty (PSED) statements are compliant and available on the website.

School organisation

- To ensure that the school meets for 380 sessions in a school year and the expected 32.5 hours per week within the DfE Length of the School week
- To ensure that the national school food standards are met.
- To draft and implement a data protection policy which complies with GDPR and review it annually in line with Data Protection in School's guidance , Information Commissioner's Office , ICO How to deal with data protection complaints
- To ensure the statutory required information is uploaded to the school website
- Maintain a register of pupil attendance.
- To ensure governor information is submitted to the DfE database of governors (GIAS).

Information for parents

- To ensure that the school keeps parents and prospective parents up to date with school information.
- To ensure that free school meals are provided to those pupils meeting the criteria.
- To ensure that parents are aware of their rights to withdraw their child from collective worship, RE and sex and relationship education.
- To ensure that a report on each child's educational achievement is forwarded to parents/guardians.
- To ensure the school meets the statutory requirements in regard to school uniform.

Extended schools

- To put into place the additional services provided.
- To ensure delivery of services provided.

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Standing Order for the Election of Chair and Vice Chair

The Role of the Chair of the Board

- To ensure the business of the board is conducted properly in accordance with legal delegation requirements.
- To ensure that meetings are run effectively, act as a role model, focusing on the priorities and making best use of the time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.
- To establish and foster an effective relationship with the headteacher based on openness, trust and mutual respect for each other's roles.
- To establish and foster a good relationship with the governance professional based on professional respect for each role.

Standing Order

- The board resolves that the following process will apply to the election of Chair (and Vice Chair) of the board (provide a brief outline of the role):
- The Chair and Vice Chair will serve for a period of two years
- The appointment will need to specify and be minuted as to a calendar year or until the first meeting of the next academic year.
- The governance professional will take the chair to conduct the election of the Chair and the newly elected Chair will conduct the election for the Vice Chair using the same procedure.
- Governors will be invited to nominate/self-nominate in advance and at the FGB meeting.
- The candidates will be asked to leave the room, having outlined the skills they have for the role, whilst the election takes place and the outcome discussed.
- Governors will discuss the skillset of nominees for the role prior to taking a vote by secret ballot conducted (if necessary) and counted by the governance professional.
- Candidates will be allowed to vote (including for themselves) before leaving the room.
- In the event of a tie, each candidate will be given the opportunity to address the board before a further vote is taken. (If a candidate cannot attend the meeting, a supporting statement may be requested in advance of the meeting).

If no Chair is duly elected, the Vice Chair must be appointed to chair for the remainder of the meeting and act as chair until the next meeting. The Board must follow its statutory requirement to elect a Chair at its next meeting. If no Chair is duly elected at its next meeting, concerns will be raised on the capacity of leadership and governance under schools causing concern guidance.

Following the election of the Chair, the new Chair will conduct the election of a Vice Chair using the same procedure.

Agreed by the board: 17/09/2026

Review date: September 2027

Chair of governor's name: Jonathan Richardson	Term of chair office: 2 years	Elected date: 17/09/2026
Vice Chair of governor's name: Janet Harris	Term of office: 2 years	Elected date: 17/09/2026

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Standing Order for the Appointment of Co-opted Governors

1. Co-opted governors are appointed by the governing body (GB). They are people who in the opinion of the GB have the skills required to contribute to the effective governance and success of the school.
2. The board may choose to advertise the vacancy locally and also as broadly as possible in order to reach as wide an area as possible; this should include the services of Governors for Schools as advocated by DfE in the Governance Handbook.
3. When advertising, the GB should consider including the skills that the GB has identified that it needs via its current skills audit in the advert. This expertise would enable the GB to work more effectively.
4. Priority should be given to candidates who can demonstrate and/or evidence that they have the skills that the GB has identified that it needs; the GB could agree that this is by interview or presentation to the GB or alternatives as appropriate (see 5 below)
5. Where there are more candidates than vacancies, the candidates to be asked to prepare a brief statement of no more than 250 words, explaining why they wish to be appointed and their suitability for the role.
6. Candidate statements should be circulated to all members of the GB prior to the full GB meeting at which any appointment will be considered.
7. At the subsequent full meeting of the GB, governors are to be invited to vote as agreed by the GB (by either a show of hands or by secret ballot); the process is to be managed by the governance professional.
8. In the event of a tie, the governors may agree to discuss the nominations in more depth and take a further vote; however as explained in 2013 Roles, Procedures and Allowances Regulations (14.4) where there is an equal division of votes, the chair, or the person who is acting as chair for the purposes of the meeting (provided that such person is a governor), will have a second or casting vote.

- The governance professional to announce the result, with the candidate polling the most votes being duly appointed.
- The minutes should clearly reflect the process of voting and the outcome.
- The governance professional should be tasked with advising the successful candidate/s and unsuccessful candidate/s.
- The governance professional should be tasked with commencing the legally required documentation (Governor legal declaration, declarations of interest etc.) and requesting governor email to be set up.
- The governance professional should inform the school of the appointment and provide contact details so that the school can make contact to commence the DBS and section 128 check (must apply within 21 days of appointment/election for LA maintained schools) The progress and timeline should be monitored by the governance professional for compliance.

The GB should arrange to commence the governing body's own induction process including ensuring the DBS and section 128 processes are completed and safeguarding training is given.

Agreed by the board: 17/09/2026

Review date: September 2027

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Standing Order for Virtual Governance Meetings

Guiding Principles from Legislation

For maintained schools - The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 – item 14 Proceedings of the governing body

1. *The full governing board agree to the use of virtual governance for the FGB meetings: FGBs, hybrid and monitoring visits*
2. *Notice will be provided to the governance professional by (as required email/phone) if mode of attendance is to change (hybrid meetings, to ensure quoracy)*
3. *All participants will join the meeting 5 minutes prior to the start time, making sure that they have all meeting documentation open/to hand*
4. *Consent will be sought from all attendees (including visitors) if a session is to be recorded*
5. *The mute facility will be used by all virtual attendees who are not speaking in order to minimise interruptions and background noise*
6. *Webcams will be used by all attendees (where possible); an explanation and/or agreement where webcam use is not possible*
7. *The chat facility may be used if appropriate*
8. *The hands-up function will be used to indicate when we wish to speak; the chair will check at the end of each item prior to moving to a new agenda item, to ensure that all attendees have been given the opportunity to take part in discussions*
9. *Apologies will be provided prior leaving to the meeting, abandoning/moving away from the screen/webcam, using a mobile phone (unless being used for attending the meeting i.e., calls and messaging)*
10. *We confirm that our governance professional has been included in discussions prior to the agreement of this document and at the time of agreement, they are able to provide a service that meets the needs of the GB.*
11. *We confirm that we have considered any limitations there may be regarding governance professional service level agreements/contracts*
12. *We confirm that the DPO (Data Protection Officer) has been advise of and agrees that the systems to be used are in line with the school's agreements and policies.*

Agreed by the board: 17/09/2026

Review date: September 2027

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