Bolton Council

CLARENDON PRIMARY SCHOOL

Governing Board Procedures, Committee Arrangements and Delegation Structure

2026/27

The Governing Board of Clarendon Primary School

The Instrument of Government came into effect on 8th May 2017 .

The school is a Community school and the board is to be made up of 12 governors, with a constitution as follows:

- 2 parent governors
- 1 local authority governor
- 1 staff governor
- 1 headteacher
- 7 co-opted governors

The quorum for governing board meetings is half the number of governors in post, rounded up where there are an odd number of governors.

Introduction on Committee Working

Committee working is an effective tool in managing the increasing demands and workload expected of Governing and Trust Boards with many Boards undertaking much of their business through them. It enables a smaller more strategic group of members to discuss specific matters which have been delegated to them by the full Board in much further detail. Committee membership, terms of reference and delegation structures must be agreed at a full Board meeting and changes to membership can also only be agreed at a full Board meeting. It is recommended that Committees be reviewed annually to ensure that they are fit for purpose and up to date.

Governors and Trustees may be appointed to committees to utilise their own specific skills or because of their interest in the subject area. It is important to remember that all committee meetings must be clerked and managed in the same way as a Board meeting i.e. agendas and minutes should be produced and circulated in a timely manner. Chairs of committees should be appointed by the Board or alternatively this may be delegated to the individual committees. The Head Teacher cannot be appointed as Clerk or Chair of a Committee. Whilst another governor may act as clerk to a committee meeting, it is highly recommended that an external person is employed to minute the meeting as it is

often difficult to take detailed minutes whilst taking part in full discussion. The quorum for a committee meeting to take place is a minimum of three governors who are agreed members of that committee.

Self-Evaluation and the Ofsted Framework

Monitoring and evaluating is a key aspect of governors' strategic responsibilities and should be part of the school's overall programme for self-evaluation. It is also an essential requirement for school improvement. Committee working can assist in this process and by linking individual committees to the key judgements within the Ofsted framework, governors are able to effectively monitor and evaluate how the senior leadership team have considered these judgements and what actions or measures have been put into place to demonstrate this.

School self-evaluation also highlights the need for Governing Boards to effectively monitor and evaluate the impact of school policies on the curriculum and quality of provision.

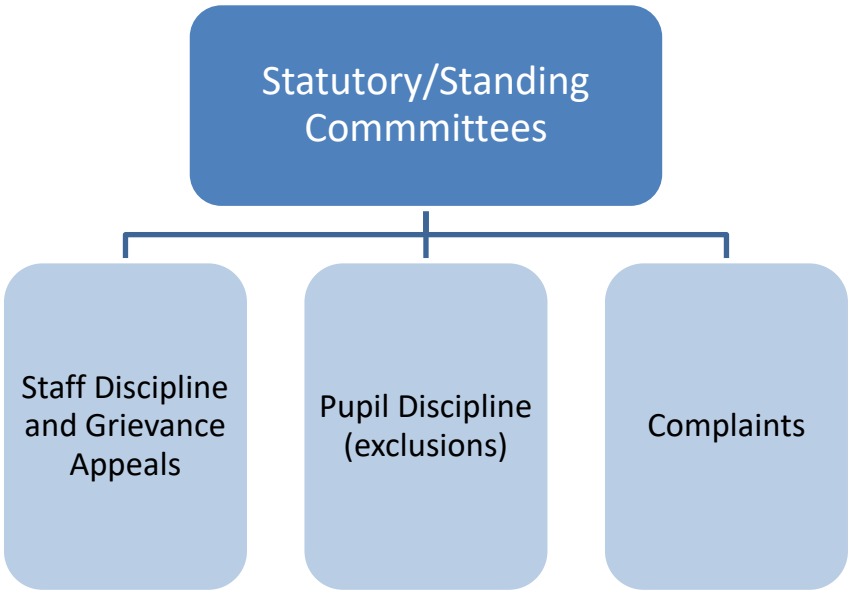
Working Committees and Key Areas of Responsibility

Working Committees manage the regular workload of the Governing Board and, where in place, it is good practice that they meet at least once per term. Specific matters and school policies may be delegated to these committees in order for a smaller group of governors to consider and where appropriate agree matters on behalf of the Governing Board.

Personnel, Finance and Premises Committee	• Personnel Matters • Financial Matters • Premises and Building Matters
Curriculum, Inclusion & Community Committee	• Curriculum Provision • Teaching and Learning • Achievement and Standards • Inclusion Matters • Pupil Behaviour, Health, Wellbeing and safety • Attendance

Statutory Committees

Statutory committees only meet when required relating to matters such as staff discipline and appeals, pupil discipline and complaints.



Three Core Functions of the Governing Board

Ensuring clarity of vision, ethos and strategic direction

- clarity of vision and ethos
- engaging stakeholders
- meeting statutory duties

Holding the Head Teacher to account for the educational performance of the school and its pupils and the performance management of staff

- accountability for teaching, achievement, behaviour and safety
- strengthening school leadership
- performance managing the Head Teacher
- contributing to school self-evaluation

Overseeing the financial performance of the school and ensuring money is well spent

- solvency and effective financial management
- use of Pupil Premium and other resources to overcome barriers to learning

Governing Board role in the Effectiveness of Leadership and Management

The inspection of a school provides an independent external evaluation of its effectiveness and a diagnosis of what the school should do to improve. It is based on a range of evidence available to inspectors that is evaluated against a national framework. When conducting an inspection, Ofsted will make a judgement about the overall effectiveness of the school and in particular cover:

- The Quality of Education

- Behaviour and Attitudes
- Personal Development
- Leadership and Management

The Governing Board is inspected as part of the effectiveness of leadership and management of the school and therefore will be judged under this heading. The School Inspection Handbook (September 2025) states that Inspectors will make a judgement on the effectiveness of leadership.

The leadership and management judgement is about how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils. It focuses on the areas where inspection and research indicate that leaders and managers can have the strongest effect on the quality of the education provided by the school.

Important Factors Include:

1. Leaders' high expectations of all pupils in the school, and the extent to which these are embodied in leaders' and staff's day-to-day interactions with pupils
2. The extent to which leaders focus their attention on the education provided by the school. There are many demands on leaders, but a greater focus on this area is associated with better outcomes for pupils.
3. Whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils.
4. The extent to which leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school.
5. Whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education. Also, whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school.
6. The extent to which leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce.
7. The extent to which leaders' and managers' high ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as 'off-rolling' do not take place and that the way the school uses the pupil premium is founded on good evidence.
8. Whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school.

Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.

Governance

Inspectors will seek evidence of the impact of those responsible for governance. In a maintained school, those responsible for governance are the school governors.

The governance handbook sets out the purpose of governance, which is to provide confident, strategic leadership, and to create robust accountability, oversight and assurance for educational and financial performance.

The governance handbook also sets out the statutory functions of all boards, no matter what type of school or how many schools they cover.

Inspectors will explore how governors carry out their core functions. For example, the clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum. Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils.

In addition, those with governance/oversight are responsible for ensuring that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. Please note that, when inspectors consider whether governors are fulfilling this responsibility, they are not expected to construct or review a list of duties.

Inspectors will gather evidence about the use of the pupil premium, particularly regarding how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact.

Governing Board Procedures Checklist

Election of Chair and Vice Chair of Governors

The Governing Board agreed the procedures for the Election of Chair and Vice Chair of the Governing Board as follows on Tuesday 4 November 2014.

1) The length of term of office for the Chair and Vice Chair of Governors is one year.

2) The term of office for the Chair and Vice Chair will expire at the autumn term meeting and procedures for election/re-election will commence in the previous term.

3) That written self-nominations be sought in advance of the meeting

Committee Terms of Reference and Delegation Structures

1 Personnel, Finance & Premises Committee (including Pay Review)

Members:	Mr M Mehmood (Chair), Miss C Coldwell, Mrs A Rowan, Mr H Patel (or nominees) and the Head Teacher
Chair:	Mr M Mehmood
Clerk:	Georgina Ryding (Bolton Governance Services)
Quorum:	At least 3 Governors

Terms of Reference:

1.1 Personnel

1) To consider and recommend to the Governing Board and review as appropriate from time to time policies relating to management of staff, including the school pay and performance management policies.

2) To determine the staffing structure in relation to the School Improvement Plan and curriculum requirements, and in the light of resources available

3) To monitor and evaluate the staff development programme in relation to curriculum and professional development needs as identified through appraisal procedures and within the context of the School Improvement Plan; with consideration to the workload and well-being of staff, including the Head Teacher.

4) To ensure, via the Head Teacher, and in line with GDPR, that entries in the Single Central Record are maintained and updated as necessary and that the relevant safeguarding checks are undertaken for employees, volunteers and governors.

5) At least three impartial members of the Committee to exercise delegated powers in the management and termination of employment of staff (e.g. grievance, discipline, capability, competency, employment, redundancy) within the Local Authority model policies/procedures adopted by the Governing Board, and taking into account the resources available.

6) At least three impartial members of the Committee to exercise delegated powers in terms of the annual pay review, within the Local Authority model policies/procedures adopted by the Governing Board and taking into account the resources available.

7) To monitor appraisal procedures and ensure rigorous systems are in place for teachers' salary progression.

Appointment Delegation Structure

Staff appointment processes must be undertaken within the Local Authority model policies / procedures adopted by the Governing Board and taking into account the resources available.

At least one member of the appointments panel must have completed accredited safer recruitment training either via the Local Authority's tutor led modules or online via the NSPCC website.

Head Teacher and Deputy Head Teacher

- A Selection Panel to agree the job description, person specification and advertisement, and to shortlist, interview and *recommend an appointment to the full Governing Board*

- Selection Panel to comprise **Chair, Mr M Mehmood and Mr H Patel** (and Head Teacher in case of Deputy Head appointment)

  It is not recommended that staff governors (apart from the Head Teacher in the case of a Deputy Head appointment) are part of the selection panel.

  NB: All Head Teacher and Deputy Head Teacher appointments must be ratified at a full Governing Board meeting.

Appointment to TLR (Teaching and Learning Responsibly) positions

- Head Teacher, member of Leadership Team or senior staff and available Personnel Committee members

Teaching staff below Deputy Head level

- Head Teacher with member of Leadership Team and/or senior staff (1 Governor also recommended)

Teaching Assistants/Non-Teaching Staff

- Head Teacher and 1 named Governor (or nominee)

Caretaker & School Meals Supervisors

- Head Teacher and/or member of Leadership Team

1.2 Financial Management

Council's Standing Orders

Governing Boards must follow the Council's Standing Orders for contracts; except that the decision to award contracts and limit the numbers of suppliers tendering is the responsibility of the Governing Board. This includes a requirement to assess, in advance, where relevant, the health and safety competence of contractors, taking into account the Local Authority's policies and procedures.

Any decision made by the Governing Board relating to the awarding of a contract (including reasons for limiting tenders) should be minuted in the record of the actual meeting at which the decision was taken. In general terms, governors must adopt as a minimum the following:

i) The Department for Education has frameworks in place for certain types of supply which the School may use without seeking separate quotations.

ii) For purchases of goods and services including suppliers' catalogues where appropriate, governors should, where practical, obtain three written quotations.

iii) For purchases of goods and services where the aggregate contract value is reasonably estimated to be above **£15,000** at least three written quotations should be obtained

iv) For purchases where the aggregate contract value is reasonably estimated to be above **£50,000**, governors must advertise for application to tender in a local journal with a reasonably wide circulation and/or in a relevant trade or professional journal. Tenders should be received in sealed envelopes with no identifying marks and kept sealed until the closing date for receiving tenders. Opening of envelopes should be in accordance with at least as stringent requirements as those contained in the Council's standing orders. Community and controlled schools must utilise Corporate Procurement Services for orders or services of £50,000 or more.

v) Where the estimated aggregate expenditure of the total contract is likely to exceed financial thresholds under national procurement regulations, including the Public Contracts Regulations 2015, the Concession Contracts Regulations 2016 and the Utilities Contracts Regulations, then the regulations and any relevant guidance will apply. Governing Boards are required to advertise in Contracts Finder). Guidance notes can be obtained from the Corporate Procurement section.

vi) The scope of a contract cannot in any circumstances be split in order to circumvent the relevant procurement rules, but contracts can be divided into lots. See the Corporate Procurement section for advice.

vii) In all cases governors should record in the formal minutes of a full governors or sub- committee meeting which bid, if any, has been accepted and the reasons(s) for choosing the bid. Governors need not accept the lowest tender but should have regard to their responsibility in securing value for money in respect of expenditure of public funds.

Financial Delegation Structure

<u>Governing Board</u>

- will determine overall financial management policy in light of the Bolton scheme for financing schools
- where approval by the full Governing Board of the initial/original school spending plan and the revised school spending plan by the end of June and October respectively is impracticable, the

Governing Board will consider and ratify the recommendations from the Finance Committee in relation to the initial school spending plan and the revised school spending plan.

- will approve the audited school fund account (account to be audited within three months from the end of the financial year)
- Will receive and approve the Schools Financial Value Standard Report.
- will approve purchases **above £25,000**
- will receive termly monitoring reports
- will review the Committee Terms of Reference and Financial Scheme of delegation annually
- will review entries in the Register of Business Interest annually
- receive a termly report on the impact of the Pupil Premium Grant.

Finance Committee

- will approve purchases **above £10,000 and up to £25,000**
- will be responsible for accepting tenders in line with stated policy
- with the assistance of the Head Teacher will prepare initial spending plan to support the priorities of the School Improvement Plan
- where approval of the initial/original spending plan by the full Governing Board by 30th June each year is not practicable, the Committee will approve the initial spending plan, subject to ratification by the Governing Board at its next meeting.
- Will review the Schools Financial Value Standard Report.
- will prepare the revised spending plan, consistent with the priorities of the School Improvement Plan
- will review Local Authority Service Level Agreements for continuation annually in line with the initial school spending plan.
- where approval of the revised spending plan by the full Governing Board by 31st October each year is not practicable, the Committee will approve the revised spending plan, subject to ratification by the Governing Board at its next meeting
- will receive regular budget monitoring reports and will prepare a termly report for the full Governing Board
- will be responsible for overseeing financial management procedures and standards and for reviewing standards and documentation in light of guidance from the Local Authority, Ofsted or DFE
- will receive and where appropriate respond to periodic LA audit reports on the school's financial management procedures
- will ensure the audit of PTFA funds and voluntary school funds for presentation to the Governing Board
- will review the Scheme for Financing Schools (Financial Regulations) annually
- will have regard to best value practice and ensure consistency of purchases by gaining three quotes wherever possible.
- will conduct benchmarking comparisons with other similar schools locally and nationally annually.
- will review and approve the Whistle-Blowing Policy
- will review and approve the Charging and Remissions Policy periodically.
- to monitor the impact of the Pupil Premium Grant allocation and correlate how the funding is spent to improve the outcomes for children
- to monitor the impact of the Primary PE and Sports Funding allocation to improve the quality of the PE and sport activities that are offered to pupils
- the committee to be made aware and approve any new purchase cards, charge cards and bank accounts
- The Committee to ensure that GDPR/Data Protection is a standard agenda item; reports are received of any data breaches and the data breach log be reviewed, where breaches have occurred.

Head Teacher

- will be responsible for preparing a draft spending plan for submission to the Finance Committee
- will be responsible for day-to- day financial management including purchases **up to £10,000 and** all expenditure to be in support of the school spending plan
- will be responsible for maintaining financial management systems
- will be responsible for administering any further delegation

Subject Co-ordinators

- authorised to spend monies delegated by the Head Teacher on curriculum areas in line with the school spending plan.

Deputy Head

- will assist Head Teacher in preparing initial spending plan

School Business Manager / Administrator

- will be responsible for maintaining financial records and monitoring systems
- will prepare monthly monitoring reports for the Head Teacher and termly monitoring reports for the Finance Committee

1.3 School Financial Value Standard (SFVS) & Internal Audit Requirements (IAR) - Approval Timetable

SFVS	IAR	Document	When	How Often	Approval
Q1		Governors Financial Management Competencies	Spring Term	Annually	Committee
Q2 Q3	IA Test	Committee Terms of Reference and Financial Scheme of Delegation	Autumn Term	Annually	Governing Board
Q10 Q11 Q12	IA Test	Initial/Original & Revised Spending Plan/Budget School Development Plan	Summer and Autumn Terms		Committee / Governing Board
Q4 Q13 Q16	IA Test	Spending Plan/Budget monitoring	Every Term	Termly	Committee
Q5	IA Test	Register of Business Interest	Autumn Term	Annually	Governing Board
Q6		Staff Financial Management Competencies	Spring Term	Annually	Committee
Q7		Review of Staffing Structure	Summer Term	Annually	Committee
~~Q8~~ ~~Q9~~	IA Test	Appraisal reports to Governors	Teachers – Autumn Term Head Teacher – Spring Term	Annually	Committee / Governing Board
Q14		Benchmarking	Summer Term	Annually	Committee
Q20	IA Test	Implementation of Internal Audits recommendations (action plan)	As soon as possible from end of audit		Committee
Q22		Whistle Blowing Policy	Annually		Committee
Q24	IA Test	Audited Accounts of the School Fund	The Fund has to be audited 3 months from end of the financial year - annually		Governing Board
Whole Docu-ment	*	Receive report and approve SFVS	Before 31 March	Annually	Governing Board
		Scheme for Financing Schools (Financial Regulations)	Annually		Committee
		Complete the SFVS	Annually		Committee
		Reviewing of LA SLA for continuation	Spring Term	Annually	Committee

* Internal Audit (IA) will not be assessing SFVS. However the SFVS returns will be used to inform the audit programme. IA will have access to the standard, and when they conduct an audit they can check whether the self-assessment is in line with their judgement. IA will make the Governing Board and the LA aware of any major discrepancies in judgements.

1.4 Premises Management

1. To provide guidance and assistance to the Head Teacher and Governing Board in all matters relating to premises and physical resources.

2. To ensure frequent inspection of the premises and grounds, and to keep a record of such inspections and prepare a statement of priorities for maintenance and development, taking account of the LA's Building Condition Survey report, where appropriate.

3. To approve the costs and arrangements for maintenance, repairs, fittings and furniture, and redecoration within the budget allocation and to oversee the preparation and implementation of building contracts.

4. To monitor the school's compliance with Health and Safety regulations and to keep a record of all inspections and any tests that have been undertaken.

5. To receive and consider a termly report on the testing of the school evacuation / invacuation procedure

6. To receive and consider audits of the buildings and fabric and recommend remedial action if required.

7. To ensure any necessary liaison with the local authority's Corporate Property Services Department, where appropriate.

8. To monitor and review services from external providers and, where necessary, procure new services.

9. To prepare, implement and review from time to time a lettings policy for the approval of the Governing Board.

10. The Head Teacher is authorised to incur expenditure on day to day repairs and maintenance, equipment and materials within the approved spending plan.

11. To be aware of the assets inventory and to approve any disposal of assets.

2 Curriculum, Inclusion & Community Committee

Members:	Miss C Coldwell, Mr O Dixon, Mrs A Rowan, Ms M Hussain, Mrs R Stone and Mrs Cooke (or nominees) and the Head Teacher
Chair:	Mrs J Cooke
Clerk:	Georgina Ryding (Bolton Governance Services Team)
Quorum:	At least 3 Governors

Terms of Reference:

2.1 Curriculum and School Effectiveness

1. To assist the Governing Board to fulfil its statutory responsibilities for:

   - the overall school curriculum and learning programmes including the National Curriculum
   - religious education and collective worship
   - sex and relationship education,
   - equal opportunities and equality,
   - careers advice and guidance,
   - the identification, assessment and provision for pupils with special educational needs
   - Promotion of British Values (the promotion of tolerance of and respect for people of all faiths (or no faith), cultures and lifestyles to prepare children and young people positively for life in modern Britain)

2. To agree, monitor and evaluate the implementation of individual subject curriculum policies and to review them from time to time. (There is no requirement for school policies for individual curriculum subjects to be approved by the Governing Board; however, the Governing Board should ensure, through the Head Teacher, that policies are drawn up and put into practice in line with the aims, values, ethos and school improvement plan agreed by the Governing Board and in accordance with statutory requirements.)

3. To consider the intent, implementation and impact of the curriculum to ensure that it has suitable breadth, depth and relevance to meet any statutory requirements as well as the needs and interests of children, learners and employers, nationally and in the local community.

4. To monitor and evaluate the effectiveness and delivery of the curriculum, including remote learning. This should include the effectiveness and rigour of the school's assessment procedures and use of the findings to develop capacity for sustainable improvement and to narrow gaps in achievement.

5. To consider the impact of teaching and learning and progress in different subjects and year groups,

6. To regularly review the strategic direction of the school to ensure that the vision, values and ethos are current and appropriate.

7. To monitor and evaluate the effectiveness of Special Educational Needs and Disability provision.

8. To consider how the Disadvantaged Children Grant (Pupil Premium) funding and other resources are used to improve the outcomes for children and overcome barriers to learning.

9. To consider school performance in relation to comparable schools both locally and nationally in terms of benchmarking

10. To consider school performance data and monitor school targets for pupil attainment.

11. To monitor, evaluate and approve the implementation of school self-evaluation and the School Improvement Plan and to ensure longer term objectives are included as part of a 3 year Schools Development Plan.

12. To ensure that the school publishes and updates statutory information on the school website as per the School Information Regulations. (See Governance Services or DfE policy checklist)

13. To approve school visits and journeys which involve an overnight stay. The Chair of the Committee to have authority to approve arrangements for those residential school visits where the visit has not been planned sufficiently in advance to obtain the approval of the Committee or the Governing Board.

14. Head Teacher to approve school visits and journeys which do not involve an overnight stay.

2.2 Pupil Welfare and Inclusion

1. To monitor and evaluate, and review where appropriate, policies relating to pupil health, safety and welfare (including safeguarding and child protection), behaviour and discipline.

2. To monitor and evaluate, and review where appropriate, policies that actively promote equality and diversity, tackle bullying and discrimination

3. To monitor and evaluate, and review where appropriate, policies relating to social inclusion (including Children Looked After) and special needs inclusion.

4. To ensure that safeguarding arrangements and reporting mechanisms to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent abuse, neglect and exploitation.

5. To ensure there are rewards systems in place which impact positively on achievement, attendance and behaviour and that these are adjusted and adapted as appropriate for those with additional needs.

6 To monitor pupil attendance and absence rates and pupil exclusion rates and to consider strategies to improve them. (including children missing education)

7. To have an awareness of how the school supports children to develop confidence, resilience and strength of character through the curriculum and wider opportunities.

8. To monitor the opportunities for pupils to participate in a variety of activities, societies and clubs through extra-curricular activities.

9. To ensure appropriate filtering and monitoring systems are in place and their effectiveness is regularly reviewed.

10. To ensure pupils who may benefit from early help are identified and support is provided as soon as a problem emerges.

11. To ensure the Prevent Duty Guidance, the Prevent Strategy and its objectives are understood and followed.

12. To ensure all staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is regularly updated. In addition, all staff receive safeguarding and child protection updates (including online safety) (for example, via emails, e-bulletins and staff meetings), as required, and at least annually, to provide them with the skills and knowledge to safeguard children effectively

13. To ensure the designated safeguarding lead (and any deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

2.3 Community

1. To actively promote positive relationships with the wider school community and raise the profile of the school

2. To regularly seek the views of learners and parents/carers and of the school's stakeholders and partners in order to inform the Governing Board and Head Teacher in their decision making.

3. To be responsible for secondary liaison links.

Statutory Committees

The following committees do not have a direct bearing on school self-evaluation or the Ofsted inspection framework.

Cautionary note on impartiality

The Local Authority asks Governing Boards, when appointing members to the committees, to consider whether it is advisable to appoint a governor who is paid to work at the school. Even if that governor has no direct prior involvement or previous specific knowledge, the likelihood is that the governor will have come into contact with the person who works or studies at the school and possibly formed some prior opinion about them. In these circumstances, it is difficult to justify impartiality to another party from outside the school. Given that the Governing Board must be able to clearly demonstrate that it has followed the principles of natural justice and fair play, it might be prudent not to appoint a governor who is paid to work at the school.

It is also important to consider what effect there may be on future relationships within the school if a governor who works at the school has sat on a panel and passed judgement of one of their colleagues.

1 Staff Appeals (Including Grievance and Dismissal Appeals) Committee

Members:	Mrs Rowan, Mr Mehmood and vacancy (or nominees to maintain impartiality)
	At least 3 impartial governors (excluding the Head Teacher and staff)
Quorum:	At least 3 Governors

Terms of reference:

1) The Committee has delegated authority to act to hear any appeal lodged under the Local Authority model staffing procedures adopted by the Governing Board.

2) Committee members should undertake relevant training in order to fulfil the role effectively.

3) The Committee must be at least equal in number and different than the Governors who heard the case at the first stage.

2 Curriculum, SEN and General Complaints Committee

Members:	Mrs A Rowan & two other impartial governors (or nominees to maintain impartiality) At least 3 impartial governors (excluding the Head Teacher and staff). Governing Boards are recommended to include one Parent Governor.
Quorum:	At least 3 Governors

Terms of Reference:

1) To hear and make a decision on any complaint at stage 2 of the formal complaint's procedure.

2) Committee members should undertake relevant training in order to fulfil the role effectively.

3 Pupil Discipline Committee

Members:	Mrs Rowan, Mr Mehmood and Vacancy (or nominees to maintain impartiality) At least 3 impartial governors (excluding the Head Teacher and staff). Governing Boards are recommended to include one Parent Governor.
Quorum:	At least 3 Governors

To operate within the statutory procedures relating to pupil exclusions, in particular:

1) To consider representations about any fixed term exclusion

2) To consider fixed term exclusions of more than 15 days in one term (including exclusions which in aggregate come to more than 15 days) and permanent exclusions.

3) To consider recommendations and/or directions from the independent review panel as appropriate.

4) Committee members should undertake relevant training in order to fulfil the role effectively.

Nominated Governor Roles & Responsibilities

Disadvantaged Children & Pupil Premium Strategy:	Anna Rowan
Safeguarding, SEND & Looked After children:	Anna Rowan
Training & Development Lead Governor:	Oliver Dixon and Mohassan Mehmood
Spiritual Moral Social Cultural (SMSC), Wellbeing and British Values	Claire Coldwell
School Website:	External Report
Health and Safety	Huzaifa Patel
EYFS:	Jacqy Cooke
English -including phonics	Jacqy Cooke
Maths	Maria Hussain
Art and DT	Huzaifa Patel
French	Mohassan Mehmood
Computing	Mohassan Mehmood
Music	Huzaifa Patel
RE	Vacancy
Partnership Governor:	Rebecca Stone
Head Teacher Appraisal Governors:	Mohassan Mehmood and Huziafa Patel and Anna Rowan

Further detailed guidance on the roles of nominated governors is available from the Governance Services Team on request.

1 Training & Development Lead Governor

The Training and Development Lead Governor plays an important role in supporting the work of the Governing Board in terms of training and development and governance induction. They are expected to keep abreast of local opportunities and assist the Governing Board and individual governors in assessing their training needs.

Training and Development Lead Governors may also work with neighbouring schools, where appropriate, to organise joint training and cluster events.

2 Partnership Governor

To act as a link between the school and the LA on matters of local educational interest, and to attend meetings of the Partnership Forum

The Partnership Forums in Bolton aim to strengthen school governance by providing information about local and national initiatives and changes in government legislation. The forums help support effective communication between Governing Boards and the local authority and promote cohesive working within the Bolton family of schools.

3 Head Teacher's Appraisal Governors

To agree annually, with the Head Teacher, performance objectives, to monitor progress towards those objectives, to agree a review statement annually and to recommend incremental pay where appropriate.