

WEAVERS' FEDERATION

Governors School Visit and Role of Link Governors Policy

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1. What is a 'Link Governor'?

- 1.1 A 'Link Governor' is a governor appointed by the Governing Body to act as the link or liaison between the Governing Body and a specific subject, curriculum area or aspect of the work of the school.
- 1.2 The development of a good working relationship based on mutual trust with all staff is essential if the link governor is to be effective in this role.
- 1.3 **Link governors must understand that their role is as a source of support to the school and a source of information for the governing body. This role does not include making judgement on the quality of learning and teaching.**

2. Link Governor – Role and Remit

Role: To provide a link between the governing body, the Curriculum Committee (where appropriate) and staff.

Remit:

- 2.1 To meet with the Executive Headteacher and agree the overall programme of work to be undertaken;
- 2.2 To meet with the subject / curriculum area leader & SLT Line Manager to consider performance and progress issues;
- 2.3 In accordance with the Governors School Visits Policy to use visits to speak to students and staff, review student progress data with the Head of Faculty and any other relevant activities, in the subject/curriculum area and to report back according to the policy procedure;
- 2.4 To understand the allocation of resources to the subject/curriculum area; to help to support and promote the involvement of parents/carers in their children's learning in the subject/curriculum area ;
- 2.5 To attend appropriate governor training;
- 2.6 To be an advocate to the governing body on behalf of the subject/curriculum area.

3. Inclusion / SEND Link Governor

Role: To provide a link between the governing body, the Community & Curriculum Committee (where appropriate) and the Head of Inclusion.

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Remit:

- 3.1 To develop an understanding of Inclusion needs and provision in the school;
- 3.2 To understand the responsibilities of the governing body in relation to the SEND Code of Practice;
- 3.3 To be familiar with all relevant inclusion policies and procedures policy;
- 3.4 To ensure that Inclusion Policies are reviewed on a regular basis;
- 3.5 To meet with the Head of Inclusion/relevant member of the SLT on a regular basis (at least once per term) to discuss the inclusion needs and provision in the school;
- 3.6 To report to the Community Committee and when appropriate the Curriculum Committee/FGB on relevant issues relating to inclusion;
- 3.7 To attend governor training on inclusion in accordance with the Governors School Visits Policy to:
 - I. visit the school
 - II. speak to students, teachers, relevant support staff and parents/carers
 - III. report back according to the policy
- 3.8 To be the lead governor for the governing body on inclusion issues affecting the school.
- 3.9 To advocate to the governing body on behalf of inclusion provision in the school.

4. Safeguarding Link Governor

Role: To be the designated Safeguarding / Child Protection / Children Looked After (CLA) Governor.

Remit:

- 4.1 To be conversant with the Child Protection/CLA policies of the school;
- 4.2 To be conversant with the latest version of Keeping children Safe in Education
- 4.3 To contribute to the formulation and review of the Child Protection/CLA policies;
- 4.4 To undertake governor Child Protection training;
- 4.5 To monitor child protection/CLA arrangements within the school and ensure that reports are submitted
- 4.6 To the governing body with recommendations to remedy any weaknesses/deficiencies;
- 4.7 To speak to the Deputy Head i/c Child Protection/CLA and the Child Protection Officer at least once per term
- 4.8 To be an advocate to the governing body on behalf of child protection/CLA.

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5. Staff Development Link Governor

Role: The co-ordination of training and development to meet the identified needs of the governing body:

Remit:

- 5.1 To develop and monitor a protocol for governing body training and development;
- 5.2 The development of an annual governor training programme in accordance with the protocol and in response to identified need;
- 5.3 To make recommendations to the governing body on the most cost-effective means of achieving the training programme;
- 5.4 To report termly to the Governing Body on the training undertaken;
- 5.5 To evaluate the success or otherwise of the training provision and make recommendations on how to further develop it;
- 5.6 To work with the governor administrator/Clerk to the Governors to ensure that training and development opportunities are brought to the attention of and discussed by the governing body on a regular basis;
- 5.7 To co-ordinate governing body training and development
- 5.8 To monitor expenditure on training against the allocated budget.

Governors School Visits Policy

6. Background

- 6.1 The Governing Body has appointed link governors to act as the liaison between the governing body and specific subject/curriculum areas or aspect of the work of the school. **The role of a link governor is as a source of support to the school and a source of information for the governing body.** An integral part of the link governor role is to visit the school and to speak to students and Heads of Faculty/Subject and to learn about the general running of the school. **It is not an inspection but a fact finding and observational visit.**
- 6.2 It is important that visits are conducted in an appropriate way and the purpose of this policy is to provide a framework for visits with the following objectives:
 - I. To enable all participants to make the most effective use of the visit;
 - II. To help the school community to get to know the governors;
 - III. To ensure that visits are conducted properly;
 - IV. To contribute to school improvement;
 - V. To enable the Governing Body to carry out its statutory duty to monitor and evaluate the work of the school.

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7. Format of visits

- 7.1 The Governing Body, acting in consultation with the Headteacher, will approve a schedule of governor visits.
- 7.2 All staff will be provided with a copy of the schedule
- 7.3 Each visit will have a clear focus, linked to priorities in the Faculty or School Operational Plan
- 7.4 Dates/times of governor visits and their focus will be agreed with the Headteacher a minimum of 2 weeks in advance;
- 7.5 A programme will be created to include meeting students, staff and data analysis.
- 7.6 Governors visiting classrooms must be agreed in advance by the Headteacher and be accompanied by a member of the faculty/ SLT

8. Aspects for consideration during the visit

- 8.1 General ethos and atmosphere of the area/s visited;
- 8.2 Attractiveness or otherwise of the area/s visited;
- 8.3 Availability of resources;
- 8.4 Health and Safety (where appropriate)
- 8.5 Pupil/Student behaviour and attitudes;
- 8.6 Relationships observed
- 8.7 Evidence of the School Operational Plan in action i.e. rich questioning, focus on literacy etc.

9. Responsibilities of visiting Governors and Staff

- 9.1 Visiting Governors and staff will be courteous and considerate at all times and respect the role that each has to fulfil;
- 9.2 Governors will not pursue a personal agenda or seek to take advantage of their position;
- 9.3 Governors will express their gratitude, and any positive feedback to staff (and pupils) as soon as possible and provide verbal feedback to the Headteacher at the conclusion of each visit;
- 9.4 The Headteacher will provide feedback to appropriate staff as soon as possible after each visit;
- 9.5 Governors will record their visits and observations (non-judgementally) in a written report for consideration at the next meeting of the governing body (or curriculum committee if appropriate). (See sample report form below)
- 9.6 All parties will agree any appropriate follow-up action;

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9.7 Governors and staff will respect confidentiality arising from any aspect of the visit.

10. Visting Protocols

- 10.1 If visiting classrooms only speak to students when the teacher is not talking
- 10.2 Do not speak to students about members of staff or other students.
- 10.3 If you have any concerns regarding student/staff welfare this must be reported to
- 10.4 Headteacher/Deputy Headteacher immediately and then followed up by email.
- 10.5 If you are unable to attend the meeting ring/email Headteacher PA asap.

Possible Discussion Topics with Heads of Faculty

- a) Summer Examination Results
 - Key learning from the results (A/AS levels, GCSEs and BTEC)
 - ii) What training for staff is planned (or has taken place) this academic year?
 - iii) What professional networks does the faculty have?
 - iv) School Improvement Priorities
- KS3
 - i. How can the faculty accelerate progress in Y7-8?
 - ii. How is progress monitored?
 - iii. Key issues KS3
- KS4
 - i. How is the faculty preparing students for summer exams (Year 11)?
 - ii. How is the faculty (Art/Technology, BISS, English (Media Studies only), Humanities (RE only) preparing students for summer examinations (Year 10)
 - iii. How is the foundation year being embedded (Year 9)
 - iv. Key issues KS4
- KS5
 - i. How is the faculty preparing students for summer exams?
 - ii. Key issues KS5
- b) Behaviour systems within the faculty. How effective are they?
- c) The role of post holders e.g. Heads of Subject or key stage coordinators?
- d) How is the Swanlea Way focus becoming embedded?

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Governors Visit Report Form

- Should include discussions with students and staff and where possible parents/carers
- All students, parent/carers and staff information should be anonymised

Name of Governor:	Curriculum Area:	Date of visit:
Objectives of visit: 1. 2. 3.		
Brief Notes:		
Key Actions:		
Signature of visiting governor: Date:		