



Link Governors Policy



Governor Committee:	FGB
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Roles and remit of Link Governors

“Governing bodies should consider giving the vice-chair or another governor a specific responsibility for ensuring every governor develops the skills they need to be effective. Rather than simply track governors’ attendance at training courses, with administrative support from the clerk, this governor would be responsible for ensuring that every new and existing governor develops their skills to make an active and valuable contribution to the work of the governing body. Any persistent skills gaps across the governing body or for individual governors should be brought to the attention of the chair.”

DfE Governors’ handbook

Introduction

1. The governing body will appoint a link governor across all subject areas as well as for governor training and governor induction and mentoring. Link governors will understand, monitor, oversee and report on specific aspects of the School Improvement Plan. Link governors enrich the whole governing body’s understanding of their particular area and contribute to informed decision making.
2. Link governors help the governing body to develop positive links with staff and create a visible and professional profile within the school.
3. Link governors will have specific roles in supporting the governing body to fulfil its statutory responsibilities in areas such as Safeguarding, Child Protection, Special Educational Needs, Looked After Children and Health and Safety.

What is a link governor?

4. At Town Farm Primary School and Nursery a designated link governor will be responsible for promoting the training and development of the governing body. In addition to meeting training and development needs, a link governor is 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. 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.

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.

5. Link governors must be clear about the role that they are expected to perform and the protocols of carrying it out. An integral part of being a link governor is visiting the school to view lessons, in particular, subject/curriculum areas. These visits must be undertaken in accordance with the Governing Body's School Visits Policy.

Designated link governors

Training Link Governor

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

Remit:

- a) to develop and monitor a protocol for governing body training and development;
- b) to encourage individual governors to attend training courses and to report back to the governing body;
- c) the development of an annual governor training programme in accordance with the protocol and in response to identified need;
- d) to make recommendations to the governing body on the most cost-effective means of achieving the training programme;
- e) to report termly to the governing body on the training undertaken;
- f) to evaluate the success or otherwise of the training provision and make recommendations on how to develop it further;
- g) to ensure that training and development opportunities are brought to the attention of and discussed by the governing body on a regular basis;
- h) to co-ordinate governing body training and development including the booking of courses;
- i) to help new governors settle in and make them aware of training opportunities;
- j) to monitor expenditure on training against the allocated budget.

Induction Link Governor

Role: To ensure that new governors receive induction training following their appointment/election to the governing body.

Remit:

- a) to have an understanding of:
 - the duties and responsibilities of the governing body;
 - the training opportunities available for new governors;
- b) to prepare and facilitate a programme for consideration/adoption by the governing body, on the induction of new governors;
- c) to review the programme at least every three years and make recommendations to the governing body;
- d) to liaise with the Clerk to the governing body and the Training Link Governor about the provision of induction material and training.

Subject/Curriculum Area Link Governors

Role: To provide a link between the governing body, the teaching and learning committee (where appropriate) and staff.

Remit:

- a) to meet with the Headteacher/Leadership Team and agree the overall programme of work to be undertaken;
- b) to meet with the subject/curriculum area leader to consider performance and progress issues;
- c) whenever possible, to attend appropriate staff training sessions devoted to the subject/curriculum area;
- d) in accordance with the Governing Body's School Visits Policy to use visits to view lessons, and any other relevant activities, in the subject/curriculum area and to report back according to the policy procedure;
- e) to understand the allocation of resources to the subject/curriculum area;
- f) to help to support and promote the involvement of parents in their children's learning in the subject/curriculum area;
- g) to attend appropriate governor training;
- h) to advocate to the governing body on behalf of the subject/curriculum area.

SEN Link Governor

Role: To provide a link between the governing body and the SEN Co-ordinator.

Remit:

- a) to develop an understanding of SEN needs and provision in the school;
- b) to understand how the school identifies children with SEN and what happens once a pupil has been identified;
- c) to understand the responsibilities of the governing body in relation to the SEN Code of Practice;
- d) to be familiar with the SEN policy;
- e) to ensure that the SEN Policy is reviewed on a regular basis;
- f) to meet with the SEN Co-ordinator on a regular basis to discuss the SEN needs and provision in the school and how the school delivers SEN provision;
- g) to report to the governing body on relevant issues relating to SEN;
- h) to attend governor training on SEN;
- i) in accordance with the Governing Body's School Visits Policy to visit the school and view appropriate lessons reporting back according to the policy procedure;
- j) to be the lead governor for the governing body on SEN issues affecting the school;
- k) to advocate to the governing body on behalf of SEN provision in the school;
- l) to know how SEN money within the budget is allocated and spent;
- m) to develop good relationships in the school with the key people involved;
- n) to know what links the school has with other local schools, SEN support services and parents.

Safeguarding and Child Protection Link Governor (including Children in Care)

Role: To be the designated Safeguarding and Child Protection Governor.

Remit:

- a) to be conversant with the Safeguarding and Child Protection policies of the school;

- b) to be conversant with section 175 of the Education Act 2002 and with Surrey County Council local child protection procedures for education;
- c) to contribute to the formulation and review of the Safeguarding and Child Protection policies;
- d) to ensure that an annual report on all issues relevant to Safeguarding and Child Protection is submitted to and considered by the governing body;
- e) to undertake governor Safeguarding and Child Protection training and any other relevant training (for example Prevent training);
- f) to monitor the promotion of safeguarding and child protection through the delivery of the National Curriculum in the school;
- g) to monitor safeguarding and child protection arrangements within the school and ensure that reports are submitted to the governing body with recommendations to remedy any weaknesses/deficiencies;
- h) to advocate to the governing body on behalf of safeguarding and child protection.

Looked after Children (LAC) Link Governor

Role: To be a champion for LAC in the school on behalf of the governing body, to ensure that the school is prepared to receive LAC and that the governing body monitors provision and progress for LAC in the school.

Remit:

- a) to meet regularly with the designated teacher for LAC in order to monitor the schools policies and procedures for working with LAC;
- b) to confirm that the designated teacher is appropriately qualified and that there is a clear relationship with the Leadership Team;
- c) to monitor the effectiveness of the designated teacher by ensuring that the school has a clear overview of the educational needs and progress of LAC on roll; that the school's policies are effective in reflecting the needs of LAC and that resources are allocated to support the designated teacher to carry out this role effectively for the benefit of LAC;
- d) to report to the governing body on any issues arising;
- e) to ensure that the governing body annually discusses the attainment of LAC as part of the annual round of target setting ensure that the governing body annually discusses the attainment of LAC as part of the annual round of target setting;
- f) to ensure that Personal Education Plans are in place for all LAC and are regularly reviewed;
- g) to ensure that the school has effective procedures for communication with the Carers of LAC;
- h) to ensure that there is adequate training and support for staff to meet the needs of LAC and that there are effective communication systems within the school;
- i) to discuss the way that the school accesses multi agency support to ensure the needs of LAC are met;
- j) to ensure that, if the school does not have any LAC currently, it is well prepared to meet needs which may arise;
- k) to ensure that (as a minimum) governors receive an annual report from the designated teacher (the report should not mention individual children by name);
- l) to ensure that the governing body and school leadership team consider what picture the information in the report is providing and what needs to be done to address any issues raised by the report;
- m) to ensure that in addition to considering and acting on the annual report, the governing body should make sure that there are arrangements in place to keep themselves informed about provision for, and attainment of, looked after children on the school's roll on a more regular basis.

Disadvantaged Pupils Link Governor

Role: to develop a greater knowledge and understanding of the pupil premium by looking at the allocation of resources and consequent audit trail and how the school is narrowing the attainment gap between disadvantaged pupils and other pupils.

Remit:

- a) to be familiar with the concept of the pupil premium; what it is, why it has been set in place, how it is allocated, how it is calculated and which groups of pupils attract the premium;
- b) to obtain and become familiar with the school's pupil premium policy;
- c) to know basic pupil premium facts for the school; how many pupils attract the premium, how this figure compares with other local and similar schools and how the money is spent;
- d) to understand relevant school pupil performance data that shows progress of different groups over time;
- e) to monitor the spending of the pupil premium, ensuring the money is spent in identifiable ways to support target groups of pupils;
- f) to monitor the impact of pupil premium spending on target groups;
- g) to monitor the attainment of different groups of pupils over time to provide evidence of how pupil premium pupils are progressing compared with others;
- h) to challenge the allocation of the pupil premium grant if there is no clear audit trail evidencing appropriate use of the resources;
- i) to take an active part in any governing body or committee discussions when the allocation and monitoring of the pupil premium is discussed and decided;
- j) to report back to the governing body on the school's use of the pupil premium.

Health and Safety Link Governor

Role: The responsibilities of a governing body include the monitoring of its school's organisation, arrangements and performance regarding the health and safety of employees, pupils and other people such as parents, visitors and contractors. The designated governor will have a lead role regarding health & safety and will report to governors on key issues but the responsibility for such matters remains with the entire governing body as a whole and is not devolved onto the designated governor.

Remit:

- a) inspection/audit tours of the condition of the school's premises and equipment;
- b) monitor appropriate maintenance and checking of items such as electrical appliances & installations;
- c) risk assessments for various activities and situations, including teaching & support tasks and glazing safety;
- d) work with the school's health and safety representative to make regular termly health and safety inspections of the school's premises;
- e) to monitor arrangements for educational visits & journeys;
- f) to monitor measures for health & safety emergencies, including procedures and contacts;
- g) to monitor actions after and recording & reporting of accidents and 'near misses';
- h) to monitor first aid arrangements;
- i) observance of an Asbestos Management Plan;
- j) to monitor preventative and reactive fire precautions;
- k) to monitor arrangements for appropriate health & safety training for employees;
- l) observance and review of health & safety policies;
- m) discuss relevant matters with Headteacher, Leadership, teaching and support staff;

- n) see and review documents such as risk assessments, accident reports and relevant correspondence;
- o) keeping informed by reading new materials and information relating to health and safety matters received into the school or published in educational health and safety publications;
- p) attend appropriate training;
- q) provide regular updates about health & safety matters at governing body meetings.

Early Years Foundation Stage (EYFS) Link Governor

Role: The responsibilities of a governing body include ensuring that the school meets its statutory obligations as set out in the “Statutory framework for the Early Years Foundation Stage” and that it has the necessary policies and procedures in place including those in relation to safeguarding. The EYFS link governor will work with the school to oversee provision and the progress of children. They will be knowledgeable about the school’s EYFS provision and the impact of this including how funding, equipment and personnel resources are deployed.

Remit:

- a) To be aware of the policies and procedures in place covering learning and development, safeguarding and welfare.
- b) To be satisfied that EYFS provision is an integral part of the school development plan.
- c) To ensure the quality of provision is continually monitored.
- d) To oversee training for governors to include EYFS for Governors and Special Educational Needs and Disabilities for Governors.
- e) To provide governors with assurance that key responsibilities are being met and to share knowledge across the governing board of the processes in place. To achieve this the link governor will report on progress and outcomes as follows:

Autumn term

- 1 What were the early years data outcomes for the previous year and what are the resulting actions? Does our school have an ambitious vision for all children?
- 2 Does EYFS provision in school cover the seven areas learning?
- 3 What is the approach to measuring progress and formal assessment?
- 4 How is staff made aware of the early learning goals children are working towards and the level they are working at?
- 5 Is all staff suitably qualified? What are the arrangements for the induction and training of new staff? What are the strengths of the EYFS team and how are we planning for continuing professional development (CPD)?
- 6 Has each child been assigned a key person to help ensure their learning and care is tailored to meet their individual needs and is there evidence that parents and/or carers have been informed of the name of the key person and their role, when starting the setting?
- 7 What procedures and policy are in place to safeguard children? Does school comply with DBS requirements and statutory guidance in relation to ‘Disqualification by Association’; and is a single central register of vetting checks in place and up to date?
- 8 What were the data findings at the end of autumn 1 and has planning and provision been altered in response to this?

Spring term

- 9 Are there any concerns about progress, or children with an identified special educational need or disability? Are there targeted plans in place to support their future learning and development? What involvement is there with parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator or health professional)?
- 10 How are pupils eligible for pupil premium supported and are parents supported to access this funding?
- 11 What are the arrangements for reporting to parents/carers and involving them in the child's development and learning?
- 12 Are planned interventions impacting on progress for targeted children? (How is the impact being measured?)
- 13 Do staffing arrangements meet the needs of all children and ensure their safety by complying with staff: child ratio?

Summer term

- 14 Hold discussions with key staff to understand:
 - Key themes from end of year data and how these will be addressed, are early years outcomes improving?
 - How data compares to national and local results?
 - What is the attendance of pupils, and are there plans to improve this?
 - Other issues/concerns identified.
- 15 What dialogue is there between reception and year 1 teachers in relation to the EYFS profile assessments? How are children being prepared for transition and learning in year 1 and are they ready for this? Has staff planned effectively for this transition to provide support for children so that there is no halt in learning?
- 16 Have children who may be eligible for Early Years Funding for Inclusion been identified and have applications been submitted?
- 17 Are there any specific health and safety requirements for EYFS provision and, if so, how does school ensure compliance with these? For example, risk assessments for outdoor provision.
- 18 How do we promote good health in the setting? Is there a policy, and procedures, for administering medicines to children?
- 19 Does school benefit from partnerships/learning opportunities with other (local) early years settings and schools?

Supervision

The Deputy Chair will have overarching responsibility for Link Governance. He/she will monitor the effectiveness of the Policy and will from time to time review the roles and remits of link governors. He/she will assess the effectiveness of a link governor's work and will make such recommendations as he/she deems necessary to the governor concerned and to the GB in order to achieve effective working at all times.