

Westfields
JUNIOR SCHOOL



New Governor Induction

UNITE – INSPIRE - EXCEL

Key Details:

Westfields Junior School
School Lane,
Yateley,
Hampshire.
GU46 6NN

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Headteacher: Miss Jo Redman

Chair of Governors: Mrs Susan Harrison

At Westfields Junior School we work as a team, supporting each other and working towards common goals. All stakeholders contribute to the children's progress and wellbeing and to the success of the school. We would like to offer you a warm welcome to our school and look forward to working with you as part of our governing body.

Our philosophy is based on achieving a secure, supportive and happy atmosphere in which children can thrive and reach their full potential. Our school aims are **Unite - Inspire - Excel:**



The poster features the Westfields Junior School logo at the top, followed by a vision statement. Below this are three columns, each representing an aim: 'Unite', 'Inspire', and 'Excel'. Each column contains specific goals and is decorated with small icons like puzzle pieces, a globe, a padlock, and a star. The entire poster is enclosed in a red rounded rectangle with puzzle piece borders on the sides.

Westfields JUNIOR SCHOOL

Our vision is for a school where everyone in the community is inspired to learn with and from each other, where there is mutual respect and self-belief in the pursuit of excellence for all.

- Unite -	- Inspire -	- Excel -
Value and respect one another as individuals celebrating differences, cultures & talents	Experience a rich, relevant curriculum within & beyond the classroom that keeps pace with the ever-changing world	Prepare pupils academically, socially & morally to become healthy, happy individuals
Create a school community that we are all proud to be part of	Develop passion & determination to achieve	Promote a limitless culture of possibility & challenge
Value & contribute to local, national & community partnerships	Motivate & support pupils to develop life skills to realise their aspirations	Achieve individual potential & develop a lifelong love of learning through perseverance & determination

UNITE .INSPIRE .EXCEL

What we hope you will get out of being a Governor

- The knowledge that you are helping our school and pupils
- The satisfaction of giving something back to the community
- A sense of purpose and achievement
- New skills which may be useful in other aspects of life
- New friends and colleagues
- Training and support in order to help you fulfil your duties and responsibilities

What we hope you will be able to offer

- Time (research shows that most governors give about 20 hours per term to meetings, reading documents, visiting the school and attending training)
- Commitment
- A willingness to learn
- A listening ear
- The ability to assimilate information, ask questions, make suggestions and take decisions
- Flexibility
- Tact
- Ability to work as part of a successful team

Responsibilities

Governors are appointed to provide:

- Strong links between the school and the community it serves
- A wide experience of the outside world
- An independent view
- A visible form of accountability for the headteacher and staff of the school
- A team focusing on long term development and improvement
- Accountability to the community for the use of resources and the standards in the school
- Support for the headteacher and staff

School governors are expected to:

- Attend meetings of the Governing Body
- Show an interest in school activities
- Become well-informed about education in general and about our school in particular
- Become familiar with the rules of school governance
- Attend necessary training courses

In addition, individual governors will usually be involved in some of the following activities, often through groups or committees which report back to the main body:

- Staff appointments
- Financial management of the school
- Pupil discipline
- Curriculum monitoring
- Training of governors
- Liaising with parents and other stakeholders on behalf of the Governing Body
- Community links

Our Governing Body Structure:

Full Governing Body (Chair: Mrs Susan Harrison, Vice Chair: Mr Paul Nothard)		
Children and Learning Focus on all aspects of teaching, learning and wellbeing (including safeguarding)	Assessment & Progress Focus on all aspects of attainment across the whole school	Finance & Personnel Focus on all financial and staffing matters

Governing bodies are the strategic planners of schools

In order to do this a governing body:

- Has an operation manager (the headteacher) who is responsible for the day to day management of the school

- Agrees policies and practice which allows the headteacher the necessary tools to carry out his/her responsibilities
- Agrees principles and targets for improvement
- Acts as the critical friend of the school and headteacher
- Receives and discusses reports on the resulting practice and conduct of the school
- Reviews its own working practices

Decisions for the Governing Body are made in formal meetings, either with the Full Governing Body, or in committees if their terms of reference allow. All Governing Bodies have committees which:

- Carry out tasks specifically given to them by the Governing Body
- Aid the work of the Governing Body
- Report back to the Governing Body

All governors, once appointed, share the responsibilities and work as a team

- Individuals are part of the corporate Governing Body
- Duties are carried out as part of the team
- Governors are not legally liable as individuals

Principles of working as a Governor and as a Governing Body

Governors, once appointed, are holders of public office, and should be prepared to work to the same principles as any paid public official. This is true both as an individual and as a whole governing body.

- **Selflessness** Holders of public office should take decision solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.
- **Integrity** Holders of public office should not place themselves under any financial or other obligations to outside individuals or organisations that might influence them in the performance of their official duties.
- **Objectivity** In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choice on merit.
- **Accountability** Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
- **Openness** Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this.
- **Honesty** Holders of public office have a duty to declare any private interest relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- **Leadership** Holders of public office should promote and support these principles by leadership and example.

APPENDIX i

Education Jargon – A few acronyms and definitions to get you started!

AfL – Assessment for Learning – a programme of teaching and learning activities which are designed to provide information to be used as feedback to modify the learning activities.

AMA – Academically More Able – pupils who are identified as being more able than the expected attainment level for their age

APP – Assessing Pupils' Progress – a structured approach to periodically assessing maths, science, reading, writing, speaking and listening skills. APP is not mandatory and schools may decide whether or not to use it.

AST – Advanced Skills Teacher – a teacher who has been awarded advanced skills status

BSP – Behaviour Support Plan – a document devised to support an individual child with their behaviour that is agreed with the pupil, parents and staff

CAMHS - Child and Adolescent Mental Health Service

CoC - Chair of Committee

CoG - Chair of Governors

CP – Child Protection – the protection of children from violence, exploitation, abuse and neglect

CPD – Continued Professional Development – any activity that increases teachers' knowledge, understanding or effectiveness in schools.

DBS – Disclosure and Barring Service – previously CRB the legal check to ensure an adult is

CT - Class Teacher

DfE – The Department for Education – responsible for education and children's services in England.

DHT - Deputy Headteacher

DSL – Designated Safeguarding Lead – the person responsible for overseeing Safeguarding and welfare across the school

DTG - Designated Training Governor

EAL – English as an Additional Language – refers to children whose first language is not English, and may not speak English fluently or at all.

EBD – Emotional and Behavioural Difficulties – Children who display these problems may be placed on the Special Needs Register and given extra support.

EHCP – Education Health and Care Plan – Students who are issued with an EHCP have serious special educational needs, and will receive extra assistance in their learning. Plans outline the child's needs and required support, and are reviewed annually.

EHH – Early Help Hub – family support services

EMTAS– Ethnic Minority and Traveller Achievement Service

FGB - Full Governing Body

FSM – Free School Meals – Students on FSM will have access to extra funding to support their learning activities inside and outside of the classroom

HLTA – Higher Level Teaching Assistant – a HLTA does all the things a regular teaching assistant does but they have a greater level of responsibility, such as being able to teach classes on their own, cover planned absences and allow teachers time for planning and marking.

HT - Headteacher

H&S - Health and Safety

IEP – Individual Education Plan – identifies the special educational needs of a child and outlines target and strategies to support their learning.

ITT – Initial Teacher Training – A course required in order to gain qualified teacher status.

KS – Key Stage – the National Curriculum is organised into blocks of years called Key Stages (Our provision is for KS2 children aged 7-11years old in Year 3, 4, 5 and 6).

LA / LEA – Local Authority / Local Education Authority – local government with responsibility for education

LAC – Looked after Children – children who are in care or looked after by foster parents. LACs have the highest status for admissions and provisions in schools.

LSA– Learning Support Assistant – this is a widely used job title for assistants who provide in-school support for pupils.

LTP - Long Term Planning

MTP - Medium Term Planning

MLD – Moderate Learning Difficulties – Students with MLDs receive extra assistance under the SEN provision. Students with MLD have attainments well below expected levels in all or most areas of the curriculum. Their needs will not be met by normal differentiation and the flexibilities of the National Curriculum.

NQT – Newly Qualified Teacher – a teacher in their first year of qualified teaching.

Ofsted – The Office for Standards in Education, Children’s Services and Skills – the regulatory and inspection body for education and children’s care service providers.

Ofqual – The Office of Qualifications and Examinations Regulation – Ofqual regulates qualifications, examinations and assessments in England, including SATs, GCSEs, A-levels, BTECs and NVQs.

PDR - Performance Development Review

POS – Programme of Study – sets out what should be taught in each subject at each key stage.

PPA – Planning, Preparation and Assessment time – 10% of teachers’ time is allocated to PPA.

PPF – Pupil Premium Funding – additional funding allocated to schools per student receiving free school meals.

PRU – Pupil Referral Unit – established and maintained by an LA to provide education for pupils who would not otherwise receive a suitable education due to exclusion or other reasons.

QTS – Qualified Teacher Status – the accreditation that allows you to teach in state-maintained and special schools in England and Wales.

SATs – Standard Attainment Tests (previously known as Standard Assessment Tasks). During Key Stages 1-3 progress is assessed against age related expectations.

SBM - School Business Manager

SCo - Subject Coordinator

SCR – Single Central Record – an essential safeguarding practice that monitors information about staff/volunteer qualifications and the identity checks and vetting processes that have been completed

SIMS – Schools Information Management System – an administration tool used in schools

SP – Strategic Plan – a projection of what a school hopes to achieve within a prescribed time limit.

SSEv – School Self-Evaluation– a live document which helps schools evaluate their own performance, used by Ofsted inspectors prior to an inspection to help identify where they might need to focus their efforts.

SEND – Special Educational Needs and Disability – provision to support pupils with learning disabilities. This may be provided through mainstream or more specialised education.

SENCO – Special Education Needs Co-ordinator – teacher responsible for ensuring that students with learning difficulties, emotional problems and behavioural problems receive appropriate support, overseeing the completion of IEPs and liaising with external agencies.

SLT – Senior Leadership Team – consisting of Headteacher, Deputy Head and Assistant Headteacher

SMT – Senior Management Team – consisting of Headteacher, Deputy Head, Assistant Headteacher, SENCO and Team Leaders (TLs)

SPaG - Spelling Punctuation and Grammar

STEM subjects – science, technology, engineering and maths. Sometimes called STEAM, with the addition of Arts into the mix.

STP - Short Term Planning

TA – Teacher’s/Teaching Assessment

T&L - Teaching and Learning

TLR – Teaching and Learning Responsibilities – classroom teachers who take on extra responsibility could be awarded a TLR payment if they meet certain criteria.

NEW SCHOOL GOVERNOR CHECKLIST

Name of New Governor:

Name of Governor Mentor:

Meeting the Governing Body		
Action	Completed	Notes
Meet the chair of governors		
Complete a tour of the school		
Meet the headteacher		
CoG to send welcome letter		
Attend first full governing body meeting		
Allocate a Governor Mentor		
Discuss and agree committee membership considering current need and individual skill set.		
Training and paperwork		
Action	Completed	Notes
Book Induction Training		
Complete skills audit to identify future training		
Complete paperwork e.g. governor declaration form, DBS declaration of business interests form and have photograph taken for website		
Items the new governor should receive		
Item	Completed	Notes
Governing Body Committee Structure and contact details (including new governor email address)		
Terms of reference for the governing body		
Terms of reference for each committee		
Calendar of future meeting dates		
Governors' Code of Conduct		
Governor Expenses Policy		
Teaching & Learning Policy		
Latest HT Report that will include information on: <ul style="list-style-type: none"> • Number of pupils at the school • Number of boys and girls • Percentage of children eligible for free school meals (FSM) • Number of children with English as an additional language (EAL) • Breakdown of pupil ethnicity • Number of children on the special educational needs (SEN) register • Number of children with EHCPs • Number of looked after children • List of school staff and responsibilities 		
Summary of the Strategic Plan		
Minutes from the last FGB Meeting		
Actions for the new governor		
Action	Completed	Notes
Speak to line manager regarding time off for governor duties		
Read the Department for Education's Governors' Handbook		
Read Keeping Children Safe in Education		
Read the school's latest Ofsted report		
Look at the school website (HT newsletters)		
Review first term with CoG and/or Mentor		
Other actions		
Action	Completed	Notes