



UCC GOVERNANCE GUIDE 2018/19

Uppingham Community College vision:

To ensure everyone at UCC thrives, making excellent progress in their learning, achievement and development.

Governance mission statement:

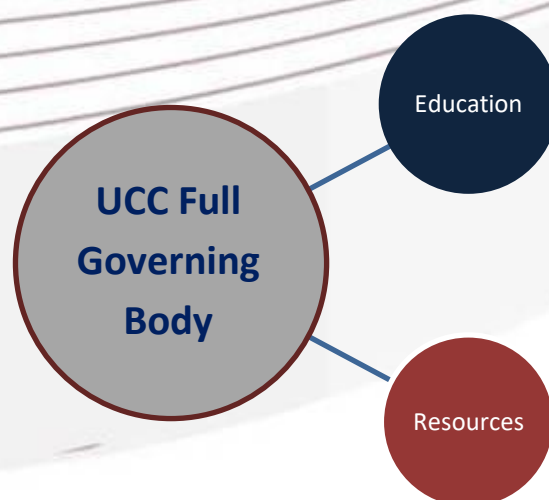
To provide support and challenge in equal measure, ensuring that leaders at UCC are effectively implementing school improvement strategies that are focussed on the school vision and founded upon the core values of the school.

Key strategic priorities for governance at UCC:

- **Staff recruitment:** appointing superb professionals who will deliver a world class education for our students
- **Educational outcomes:** ensuring UCC students receive a great all round education by supporting and challenging leaders to deliver high levels of impact
- **Safeguarding:** ensuring all members of the UCC community are able to feel and be safe at all times
- **Financial probity:** ensuring the UCC budget is appropriately spent to ensure our students benefit from a well-resourced and equipped school
- **Financial resilience:** ensuring the sustainability of UCC through meticulous financial planning and monitoring
- **An outward facing, community centered school:** ensuring UCC is a focal point of the community, collaborating with local, regional and national organisations to further develop the reputation of the school as a beacon of educational excellence

Governance Structure

The governing body contains two sub-committees; education and resources:



Governor monitoring visits

Governors at UCC are linked to departments as well as other specific areas that relate directly to the Strategic Education Plan and other school priorities. The current governor links document is attached as an appendix.

Governors are expected to complete at least 1 visit per year with their link responsibilities. A specific governor visit form should be completed when appropriate and submitted to the Chair of the relevant governor committee. Governor visits are discussed and reviewed at one of the two sub-committees each term.

UCC governors are encouraged to use the guide below as a framework on which to base the approach they take during their visits to the school:

- Know who the key members of staff are that you will be working with in your governance capacity
- Establish a **good working relationship** and have **regular dialogue** with your link members of staff
- Get to know the other members of the teams you are linked to
- Ensure your link staff understand that your role is to **support** them in achieving their aims, but also to **challenge** them, make them think and hold them accountable for delivering impact
- Understand the **strengths** and **areas for development** for the whole school but also for your link areas. You should be able to articulate these clearly to other members of the governing body as well as external agencies such as Ofsted, the school improvement partner, or the local authority
- Staff should not be fearful of governors holding them to account and your work as a governor should follow the distributed leadership ethos that is implemented at UCC
- Ask your link staff challenging questions, play 'devil's advocate' and always get them to link their work back to **impact and evidence**
- Be clear with your **communication**; agree when you are visiting, what the remit of your visit is and what you both want the outcomes to be
- Be a critical friend and ensure your staff link has trust and confidence in your relationship – agree your levels of **confidentiality**
- When you are in school explain who you are and why you there. Always thank the students and the staff that you interact with
- Type up your governor visit form as quickly as possible following your visit. Ensure your staff link is happy with the content and send the form onto the relevant committee chair
- Always stick to the agreed focus of the visit. Agree this focus with your staff link in plenty of time before your visit. If there are other area you wish to pursue, organise a subsequent visit to explore these further
- Remember, the staff in school are very busy and you shouldn't become a burden on their time. They need to be focussed on the core purpose of their jobs and your role is to challenge and support them at an appropriate level

Governor development and training

The role of governance is extremely important and it is essential for UCC governors to maintain an up-to-date training record.

At UCC we subscribe to the Governor Development Service (GDS) through Leicestershire Traded Services. The details of this service are below:

Governor Development Service

We strongly believe that supporting and developing governors is essential in meeting the growing demands and expectations within education.

The governor development service in Leicestershire has a reputation for excellence in providing advice, support and training to governors, advisory boards and clerks. We are passionate about supporting you to deliver outstanding governance to your school or academy.

We provide a service to 99% of school and academy governing bodies in Leicestershire and an increasing number outside of the county. We see this commitment to our service as an endorsement of the quality professional service we provide.

Benefits

We strongly believe that supporting and developing governors is essential in meeting the growing demands and expectations placed on them.

We talk from experience as governors and clerks in schools and academies ourselves. This unique insight enables us to understand the key issues and priorities governors are facing and respond accordingly with advice, guidance and training.

To be effective we recognise that your governors need access to the most up-to-date advice on legislative and governance matters whether this takes the form of telephone advice or relevant resources governors can use in support of effective governance.

We offer a wide range of training to support your governors which can be role specific, subject based, school improvement focussed or centred on the latest initiative. In turn this will help schools and academies to create a high performing governing body.

Contact details:

0116 305 6503

governors@leics.gov.uk

<http://www.leicestershiretradedservices.org.uk>

Twitter: @LeicsSchools

UCC Governor Monitoring Schedule

UCC Governor Monitoring Schedule 2018-19						
Term	Focus of visit(s)	Date of visit	Names of governors	Date of committee for reporting	Date of FGB to share outcomes	Complete?
Term 1	-Safeguarding audit 1	Sept	Morag Topham	Education		
	-Website statutory compliance	Sept	Geoff Thompson	Education		
Term 2	Department Self Review (Cycle 2)	Nov/Dec	All department link governors	Education		
Term 3	Protected – Jan/Feb are peak times for Heads of Department					
Term 4	-Budget setting	Feb/March	Lizzie Souter	Resources		
	-Staffing & curriculum	March/April	Geoff Thompson	Resources		
Term 5	-Safeguarding audit 2	May	Morag Topham	Education		
Term 6	Department Self Review (cycle 3)	June	All department link governors	Education		

Governor Links

Geoff Thompson + Ben Solly
Leadership & Management

John Woodhead
Teaching & Learning

Morag Topham
Behaviour & Safety

Mike Deely
*Health & Safety

Geoff Thompson
Local Authority Link Governor

Joanne Armstrong
*Gifted and Talented

Joanne Armstrong
Parental Communication and Engagement

Geoff Thompson
College Website

Emma Cohen
Student Voice

Nick Davenport (TBC)
*Duke of Edinburgh & Enrichment

Morag Topham
*SEND / Safeguarding

Joanne Armstrong
RCC Scrutiny Panel

Nick Clarke
Training

Lizzie Souter
Finance

Curriculum Links

Mike Deely
*Mathematics

Emma Cohen
*Languages

Margaret Jennings
*Humanities/Citizenship/RE

Steve Kirk
*Careers and Work Related Learning

Geoff Thompson
*Computer Science

Morag Topham
*Art & Design Technology

Miriam Stoate
*Science

Joanne Armstrong
*English

TBC
*PE/Sport

Morag Topham
*PDC

Morag Topham
*Performing Arts

Link Governors (marked *) will carry out at least one visit to the college in each academic year and produce a governor visit report for the appropriate committee and for the full governing body.

The Purpose of Link Governors

Link governors are an effective way to help the governing body understand, develop and monitor the curriculum provision at the school.

The Governing Body appoints link governors for other aspects of the college's work, particularly those aspects that have been identified as priorities in the College Development Plan or from an Ofsted inspection report.

Link governors provide a link between the governing body, committees and college staff. It is helpful to promote a good working relationship between the curriculum leader at the college and the curriculum link governor.

The Role of the Link Governor

The governor should aim to ensure that the Governing Body is well informed about issues to do with their area of responsibility.

This is achieved by:

- taking a particular interest in their subject / aspect by keeping up to date with national and local initiatives;
- attending relevant governor training on the subject/aspect;
- meeting regularly with the curriculum or aspect leader responsible in order to become informed about current policies and practices in the college
- know how the subject / aspect fits into the college development plan;
- liaising with the curriculum or aspect leader to obtain information on: staff training; condition and availability of resources; curriculum and timetable arrangements; special needs provision; planning, assessment and recording procedures; standards of achievement; quality of teaching.
- talking to the principal about issues relating to the subject / aspect;
- reporting back regularly to the governing body, making recommendations where appropriate, either via a governors' committee or to the full governing body meeting.

Other possible activities

- attending in house professional development courses devoted to that subject / aspect
- visiting the college to observe practice in order to understand how the subject is taught and any particular difficulties
- talking to pupils about a particular area of expertise within the curriculum / aspect area
- supporting the development of parental involvement in the college
- encouraging the member of staff responsible to report to the governing body

Minimum Standards

Link Governors (marked *) will carry out at least one visit to the college in each academic year and produce a governor visit report for the appropriate committee and for the full governing body.

The objective of a governor's visit should be agreed in advance with the principal and visit reports should use the standard format from the governors' area of the college website. The completed report is to be reviewed by the principal before wider circulation.



Code of Conduct

Uppingham Community College Governing Board

This code sets out the expectations on and commitment required from school governors, trustees and academy committee members in order for the governing board to properly carry out its work within the school and the community.

Once approved by the governing board, the Code will apply to all governors.

This Code should be read in conjunction with the relevant law and the articles of association and agreed scheme of delegation.

The governing board has the following core strategic functions:

Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the school(s)/trust
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the Principal
- Monitoring the educational performance of the school and progress towards agreed targets
- Performance managing the Principal
(delegated to the Chair of Governors with oversight by the Pay Committee)
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

As individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and the role of the Senior Leadership Team.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open governance and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this;
- In making or responding to criticism or complaints we will follow the procedures established by the governing board.
- We will actively support and challenge the Senior Leadership Team in a constructive manner;
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation.
- We will respect the role of the Senior Leadership Team and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements.
- We agree to adhere to the school's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law.
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views.
- when communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and, where we cannot attend, explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits arranged in advance with the Principal or another member of the Senior Leadership Team and these will be undertaken within the framework established by the governing board.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor.
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency we accept that information relating to governors will be collected and logged on the DfE's national database of governors (Edubase).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors, the clerk to the governing board and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.

- We will seek to develop effective working relationships with the Senior Leadership Team, staff and parents, the trust, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff, pupils or parents, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.
- We will ensure all confidential papers are held and disposed of appropriately.
- We understand that these requirements relating to confidentiality continue to apply to a governor after they leave office

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the Chair of Governors and the chair will investigate; the governing board will use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- If the chair is believed to have breached this code, another governing board member, such as the vice chair will investigate.

UCC Values and the seven principles of public life

At UCC our core values as a school are **Respect, Honesty and Kindness**. Every member of the school community is expected to model these values at all times, in everything they do. As governors and leaders we should set the highest standards in modelling the UCC values and additionally we should utilise the seven principles of public life as additional guidance:

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Honesty – Holders of public office should be truthful

Adopted by the governing board of Uppingham Community College on [date].