

These pages should be used as guidance for the following lead (or link) Governor roles. You may wish to have other specific roles on your LGC subject to school priorities and governor specialism, however LGCs should avoid having too many or too lengthy meetings. Short-term working parties are good practice for any specific projects or one-off priorities in school.



Purpose

The Catholic Ethos Governor role is to be the link between the school and the Local Governing Committee (LGC) to support them in their role of assisting the Bishop by ensuring the school is sustaining and developing the Catholic ethos, and distinctive Catholic nature of the school in which they serve.

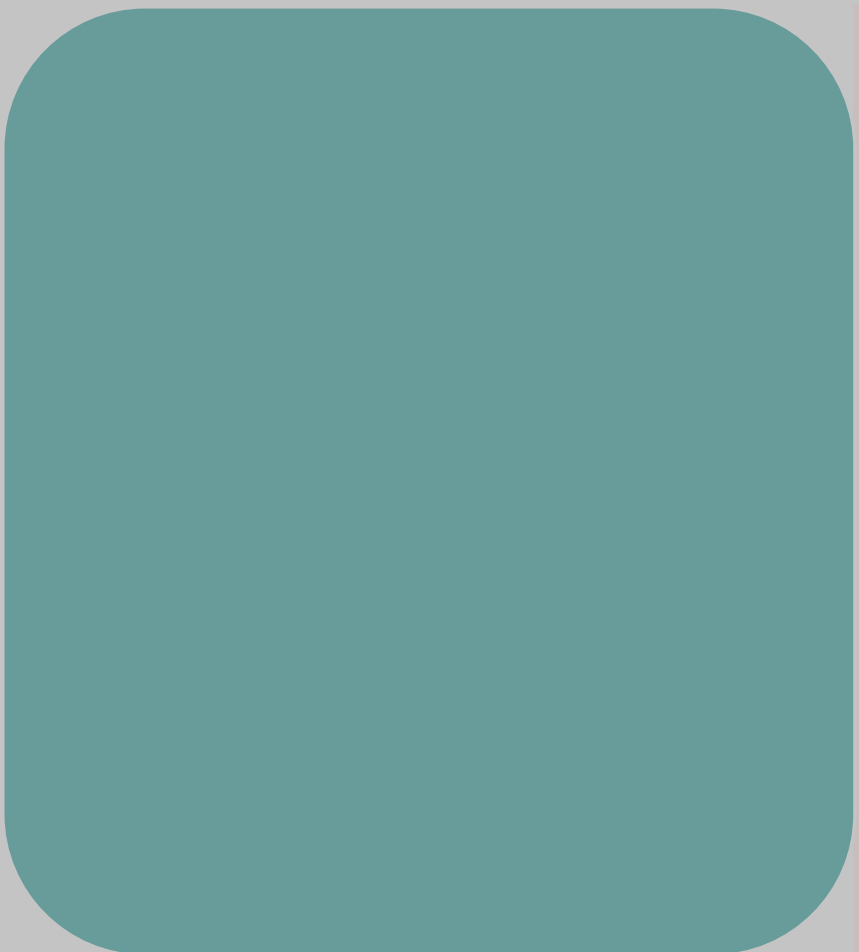
What is my role?

- Monitoring the Catholic mission of the Bosco Catholic Education Trust and that it is being carried out within the school on a day-to-day basis.
- Ensuring the LGC is providing appropriate strategic oversight of the three key areas of Catholic life, worship and religious education within the school.
- Ensuring that the school considers religious education (RE) to be a core subject and delivers RE accordingly.
- Ensuring standards are raised and maintained in the teaching, learning and assessment of RE in the school.
- Being the link between the LGC and the school on all matters to do with the Catholic mission for pupils and staff.

The Safeguarding Governor acts as the link between the Local Governing Committee (LGC) and the school to help the LGC ensure it is fulfilling its statutory duties regarding safeguarding, child protection and related issues. The Safeguarding Governor shall be appointed annually by the LGC.

- Ensuring the LGC is providing appropriate strategic oversight of safeguarding and child protection procedures and practices within the school.
- Being the strategic link between the LGC and the school on matters to do with the safeguarding of pupils and staff, including eSafety.
- Ensuring the LGC and staff are appropriately trained in relation to safeguarding and eSafety and that the training is regularly updated as required (inc. KCSIE)
- Ensuring the LGC is kept properly informed regarding safeguarding / eSafety issues.

Please note, named Governors should not be involved with individual children / cases, and where identities are known, confidentiality must be respected. Whilst it is good practice for the LGC to appoint a named Governor, overall responsibility for safeguarding remains with the LGC.



The Pupil Premium (PP) Governor acts as the link between the Local Governing Committee (LGC) and the school, focusing on

What activities could I undertake to carry out my role?

- Understand PP funding purpose and eligibility, including the PP cohort.
- Have knowledge of resources and money available for PP.
- Support and challenge the school and understand the effectiveness of PP expenditure to ensure that value for money is delivered for all PP pupils.
- Understand the PP strategy and how it is to be executed.
- Understand PP data and be able to question and tackle issues arising.
- Feedback findings to the LGC and stimulate discussion with the school.
- Hold termly meetings to discuss PP strategy and how the school is performing against it.
- Monitor first-hand interventions to gather anecdotal feedback
- Ensure it is a regular agenda item for LGC meetings.

For any further information help or support please speak to the school PP lead or Trust lead – Gemma Irvine

Purpose

The SEND Governor is the Local Governing Committee's (LGC) champion for children with SEND, and those with inclusion needs. The SEND Governor should support and challenge the school to ensure that no child is treated less favourably, denied opportunity, or left behind because they have additional needs. Also, ensuring that the SEND and inclusion needs of children are given due consideration in all school planning and evaluation

What is my role?

- Acting as the champion on the LGC for children with SEND and inclusion needs.
- Ensuring that the school is fulfilling its duties to children with SEND.
- Undertaking required training, including school-specific induction with the SENDCo.
- Asking questions and raising awareness relating to SEND and inclusion provision, at LGC meetings.
- Supporting the SENDCo in managing the staffing, budget and efficiency of resources.
- Working with the SENDCo to produce a SEND Annual Report to Governors.
- Confirming that the school's duties have been fulfilled.
- Helping the school hold the LA to account on their statutory responsibilities.

- Review the school's vision, ethos and strategic direction for SEND Children.
- Ensure SEND is highlighted on the school improvement plan and reflected in the Self Evaluation Form (SEF).
- Meet termly with the person who is responsible for SEND ensuring they are clear about the school's expectations for SEND children and how it intends to support them to

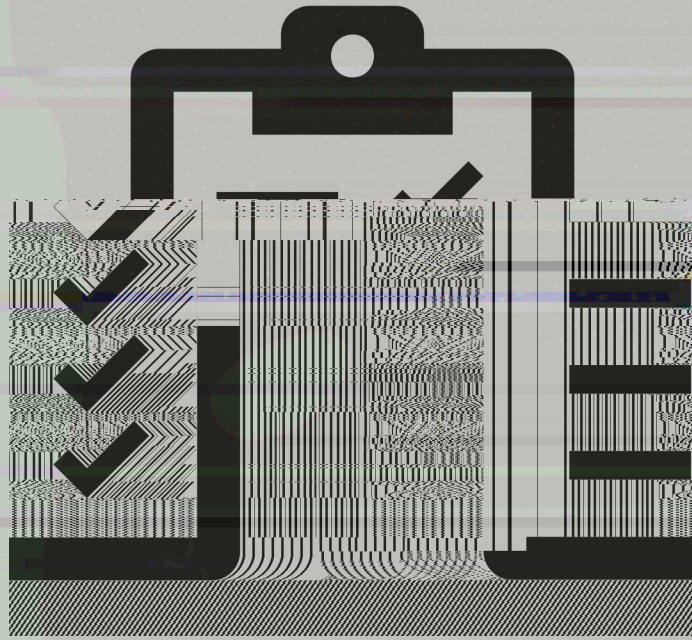


- Liaise with the Chair and Headteacher about new appointments to the LGC.
- Arrange to meet and discuss with newly appointed governors the support on offer and to provide a sounding board.
- Liaise with the Clerk and Chair regarding appropriate internal or

Induction of a new Governor should be formulated in conjunction with the new governor, headteacher & chair and should include:

Tour of the school with Headteacher or lead for learning and teaching
Meet with key personnel on leadership team to find out about the school development plan and priorities.

Meet with any or all of the following to discover their roles and responsibilities: School Business Manager, Leadership Team (perhaps observe



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This document has been developed to assist School Health and Safety Governors to monitor Health &

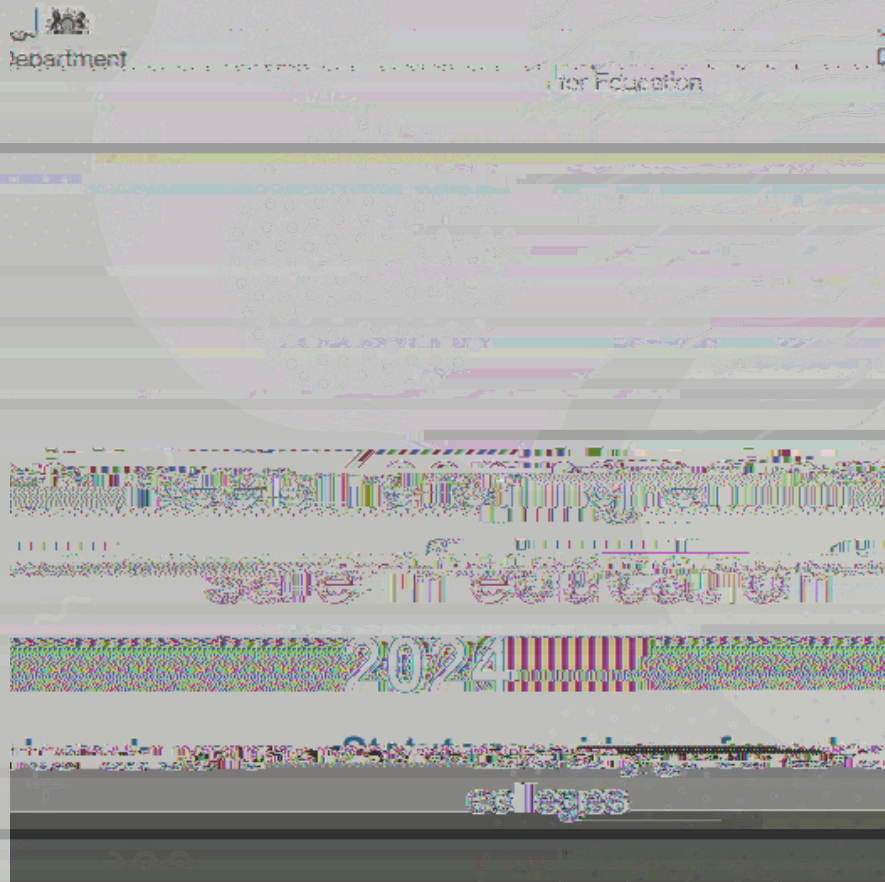


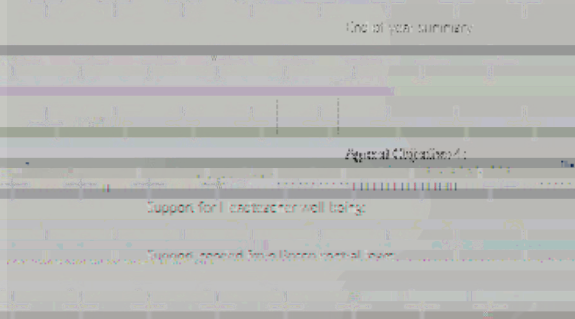
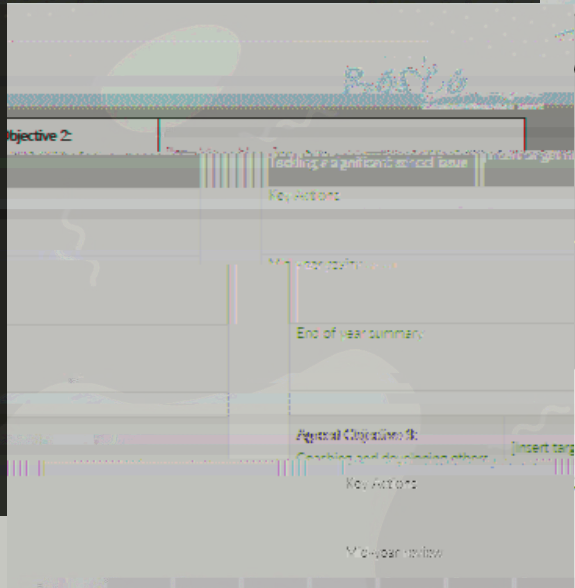
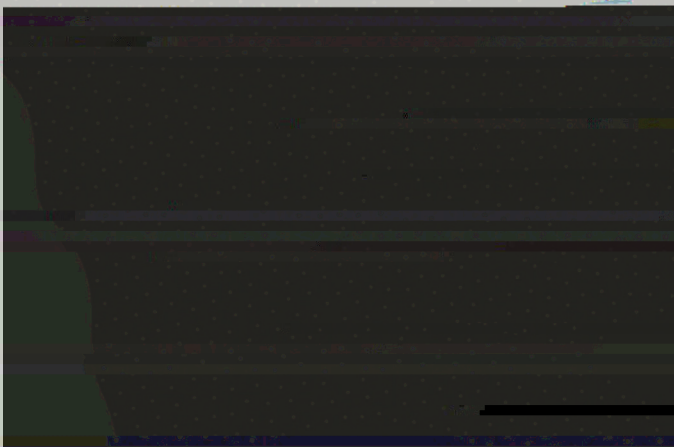
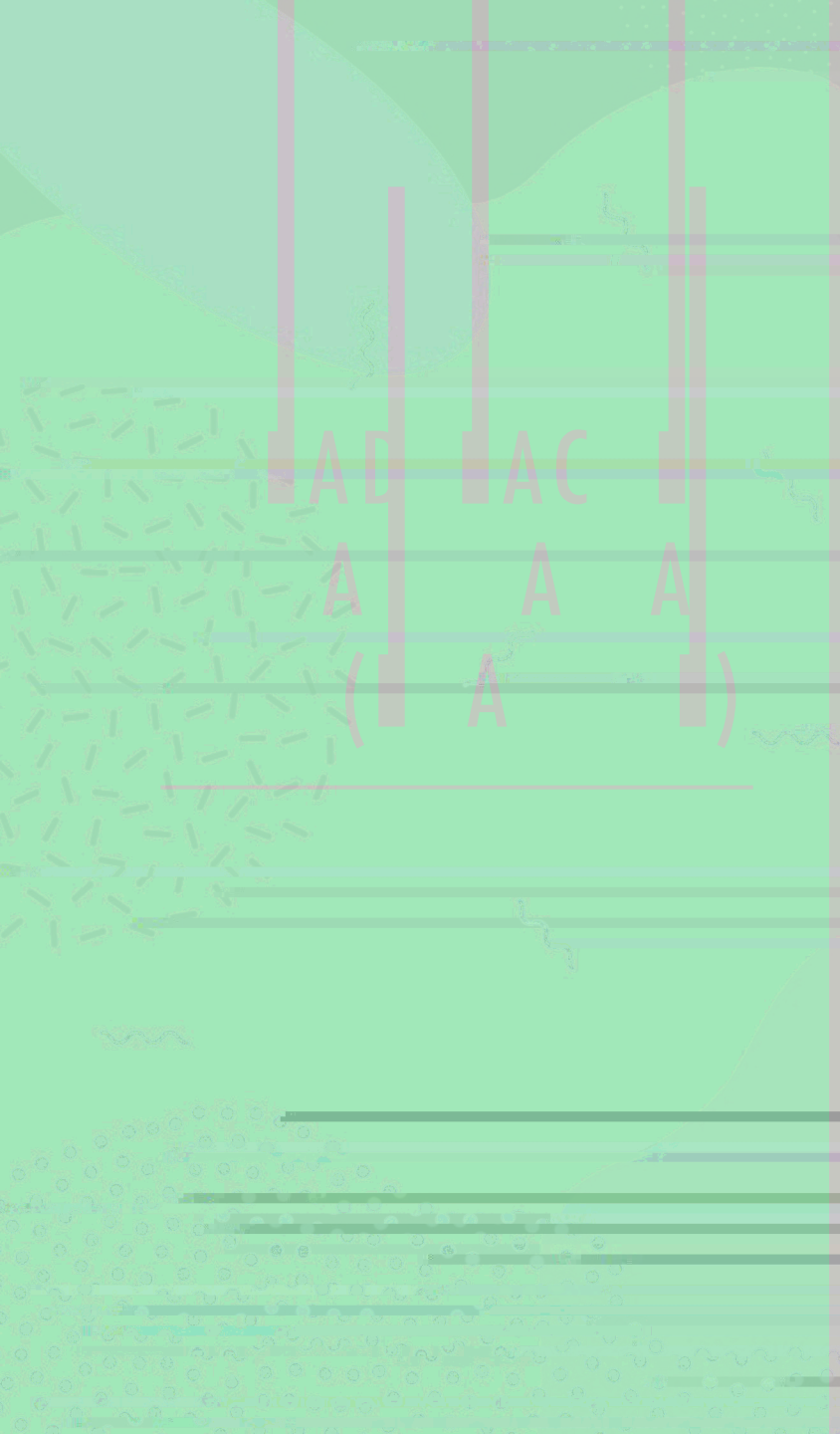
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This document provides an update report to the LGC on safeguarding practice that enables the governors to monitor compliance with the Education Act 2002 Section 175, and to identify areas for improvement.

LGCs must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

A copy of the completed document should be shared in Part Two of a Local Governing Full Committee meeting.





Q24 (if completed)	Summary feedback from 360° appraisal – 2023/24
	On a short scale, please provide feedback from your peers on the following areas:
	Areas of strength identified by colleagues:
	Areas of development identified by colleagues:
	360° appraisal targets:

Targets – 2023/2024	
TARGETS:	
Results:	
Key Actions:	

