



Distington Community School

Full Governing Board

Terms of Reference 2024-2025

General Terms

Our board has 3 strategic core functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders/headteacher to account for the educational performance of the organisation/school and its pupils, and the performance management of staff
- Overseeing the financial performance of the organisation/school and making sure its money is well spent

Membership

- The Governing Board consists of 10 members.
- This must include:
 - At least 2 parent governors
 - The headteacher (unless they decide not to be a governor)
 - Only 1 staff governor
 - Only 1 local authority (LA) governor
- A Chair and Vice-Chair will be elected annually at the AGM.

Quorum

- The quorum for a full governing board meeting is one-half (rounded up to the nearest whole number) of the membership of the governing board, excluding any vacancies.

Meetings

- The board shall meet at least 3 times a year, and otherwise as necessary.
- Minutes of the meetings will be shared with the board and made available to the public upon request.

Review

- These Terms of Reference will be reviewed annually at the first Full Governors Meeting in the Autumn Term.

Policies and Compliance

- To review and ratify policies identified with the school's policy review programme (statutory and non-statutory).
- To ensure that all statutory requirements are being met.

Key responsibilities

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the school and making sure its money is well spent.

Purpose of Governing Board

- To carry out statutory duties, such as safeguarding, and understand the boundaries of their role as governors.
- To ensure that the school promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain.
- To ensure clarity of vision, ethos and strategic direction, including long-term planning (for example, succession).
- To contribute to the school's self-evaluation and understand its strengths and weaknesses, including the quality of teaching, and reviewing the impact of their own work.
- To understand and take sufficient account of pupil data.
- To assure themselves of the rigour of the assessment process
- To be aware of the impact of teaching on learning and progress in different subjects and year groups.
- To provide challenge and hold the headteacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results; or whether they hinder school improvement by failing to tackle key concerns or developing their own skills.
- To use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics
- To ensure solvency and probity and that the financial resources made available to the school are managed effectively
- To provide support for the headteacher
- To monitor performance management systems and understand how the school makes decisions about teachers' salary progression, including the performance management of the headteacher, to improve teaching, leadership and management
- To engage with key stakeholders
- To be transparent and accountable, including in terms of recruitment of staff, governance structures, attendance at meetings, and contact with parents and carers.

Approved by all governors at the Full Governing Board meeting held on the 12.9.24.

Signed by the Chair of Governors:.....Date:.....