

Harlow Fields School & College

Working Together To Succeed

**Our Governing Body**

The Governing Body at Harlow Fields comprises 9 full Governors and 1 Associate Governor – we have room for more!!

We are a group of volunteers who come to the Board with a range of skills and experience.

The dedication and commitment of the Governing Body at Harlow Fields is much valued and essential in ensuring Harlow Fields School and College builds on its many successes and continues to improve.

There have been many educational changes in the last year and the significance of governing bodies in driving school improvement has been acknowledged by the government, with Ofsted holding us to account through evaluating our effectiveness and impact in raising standards of education. We are the strategic leaders of the school and have a vital role to play in ensuring every child gets the best possible education.

We do this by focusing on three core strategic functions:

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

The task of running a school can at first sight appear daunting, but we need to remember that nobody is expected to ‘*go it alone*.’ The strength of the Governing Body comes from our combined skills, expertise and particularly the outside perspective we bring to the work of the school. We do this work very much in the spirit of the school motto ‘working together to succeed’.

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**Mutual Expectations**

**Governing Body expects School expects.**

**School will Governing Body will.**

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| * understand and respect its statutory role and purpose. | * respect the professional expertise of the HT and staff. |
| * recognise the shared commitment to improving the education provided for all pupils. | * work openly in partnership with the HT and staff for the benefit of the school and its pupils |
| * respect governors as volunteers who bring other skills, experiences and perspectives, and value their contribution | * demonstrate its commitment, collectively and individually. |
| * work openly with the governing body and provide clear, concise and relevant information on which to base decisions | * act and take decisions that are in the best interests of the school and not those of self, individuals or groups. |
| * enable all governors to become involved in the life of the school. | * support the school with parents and in the community |
| * contribute to the induction, training and development of governors | * recognise the need for both governor induction and on-going training and development |
| * ensure that where educational jargon is unavoidable it is at least explained. | * realise the school’s ambition in preparing pupils / students for their future and seek to find ways to provide post 19 training and education. |

**The expectation of individual governors is that they will.**

* enhance the work of the governing body.
* demonstrate their commitment by getting to know the school and becoming involved in school life and activities.
* prepare for meetings so that they are well informed, having at minimum read all the papers sent out with the agenda.
* attend meetings (governing body/committees/working group) and play an active part.
* support the school with parents and in the community.
* recognise the corporate status of the governing body and the concept of collective responsibility.
* respect confidentiality and the need to act with circumspection.
* accept responsibility for their own training and development.
* Gain an understanding of special education needs provision in school and keep abreast of new policies and guidance which might affect pupils and their families.