



Kirkbride Primary School

Governing Body

Committee and Structure

And Terms of Reference
2025-26

The role of the Chair of the Governing Body

- ❖ To ensure the business of the Governing Body is conducted properly. In accordance with Cumbria County Council delegation requirements
- ❖ To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussions and decision making
- ❖ To establish and foster an effective relationship with the Head teacher based on trust and mutual respect for each other's role. The chair has an important role in ensuring that the Governing Body acts as a sounding board to the head teacher and provides strategic direction.
(Disqualification – the headteacher, Staff Governors, Pupils, Staff Members)

The Role of the Clerk to the Governing Body

- ❖ To work effectively with the Chair of Governors, the other Governors and the Head teacher to support the Governing Body
- ❖ To convene meetings of the Governing Body
- ❖ To attend meetings of the Governing Body and ensure minutes are taken.
- ❖ To maintain a register of members of the Governing Body and report vacancies to the Governing Body
- ❖ To give and receive notices in accordance with relevant regulations.
- ❖ To perform such other functions as may be determined by the Governing Body from time to time.
(Disqualifications – Governors, Associate Members, the Head teacher)

The Role of the Chair of a Committee

- ❖ To ensure the business of the Committee is conducted properly, in accordance with the legal requirements.
- ❖ To ensure meetings are run effectively, focusing on priorities, and making the best use of time available, and to ensure that all the members have an equal opportunity to participate in discussions and decision making.

The Role of the Clerk to the Committees

- ❖ To advise the Committee on procedural and legal matters
- ❖ to convene meetings of the Committee
- ❖ to attend meetings of the committee and ensure minutes are taken.
- ❖ to perform such other functions with respect to the Committee as may be determined by the Governing Body from time to time.
(Disqualifications – the Head teacher)

The Governing Body

The Governing Body needs to take a strategic role, act as a critical friend to the school and be accountable for its decisions. It should set aims and objectives and agree, monitor and review policies, targets and priorities.

Terms of Reference:

- To agree constitutional matters*, including procedures where the Governing Body has discretion.
- To recruit members as vacancies, arise and to appoint new Governors* where appropriate.
- To hold at least 3 Governing Body meetings per year
- To appoint or remove the Chair and Vice Chair*
- To appoint or remove the Clerk to the Governing Body
- To establish the committees of the Governing Body and their terms of reference
- To appoint or remove a clerk to each committee.
- To suspend a Governor
- To decide which functions of the Governing Body will be delegated to committees, groups, and individuals.
- To receive reports from any individual or committee to whom a decision has been delegated and to consider whether any further action by the Governing Body is necessary.
- To approve the first formal budget plan of the financial year
- To keep the health and Safety Policy and its practice under review and to make revisions where appropriate.
- To review the delegation arrangements annually*
- Any items which individual governing bodies may wish to include.

*These matters cannot be delegated

Membership – as per the instrument of Government

Disqualification- as per Regulation 20 and Schedule 6 of the Constitution regulations

These terms of reference are agreed by the Governing Body 3.7.25 (Draft) to be agreed on 15.1.26

Name of Governor	End of Term of Office
Karen Barley	N/A
Janice Hedworth	13 July 2025
Ann Little	6 December 2026
Alan Hedworth	21 October 2025
Shiona Bickley	10 July 2027 (Chair of Governors from 26.9.25 -)
Sam Coopey	16 September 2028
Danielle Taylor	21 October 2025
Mike Schofield	6 December 2026
Jamie Wright	10 July 2027 – (Resigned 4.9.25)
David Heron	31 March 2029
Chair of the Governing Body	Janice Hedworth (Resigned 13.7.25)
Vice Chair of the Governing Body	Ann Little (Acting Chair of Governors from 13.7.25 to 26.9.25)
Clerk to the Governing	Lesley Maxwell
Quorum	5 -half of the Governing Body

Finance/Staffing

Terms of Reference

- ❖ In consultation with the Head teacher, to draft the first formal budget plans of the financial year
- ❖ To establish and maintain an up to date 3-year financial plan
- ❖ To consider a budget position statement and report significant anomalies from the anticipated to the Governing Body
- ❖ To ensure that the school operates with the Financial Regulations of the County Council
- ❖ To monitor the expenditure of all voluntary funds kept on behalf of the Governing Body
- ❖ To annually review charges and remissions policies and expense policies
- ❖ Making decisions in respect of service agreements
- ❖ To make decisions on expenditure following recommendations from other committees
- ❖ To ensure, as far as is concerned, that Health and Safety issues are appropriately prioritized.
- ❖ To determine whether sufficient funds are available for payment increments as recommended by the Headteacher.
- ❖ In the light of the Head teacher Performance Management Groups recommendations to determine whether sufficient funds are available for increments

Disqualification – Any relevant person employed to work at the school other than as the head teacher when the subject for consideration is the pay or the performance review of any person employed to work at the school.

These terms of reference are agreed by the Governing Body 3.7.25 (Draft) to be agreed on 15.1.26

<u>Name of Governor</u>	<u>Date Appointed to the Committee</u>
Karen Barley	N/A
Ann little	3.7.25
Janice Hedworth	3.7.25
David Heron	3.7.25
Jamie Wright	3.7.25 (Resigned 4.9.25)

Chair of the Committee: Ann Little Minutes: The Clerk

Quorum – (minimum of 3) = 3

Date Committee established DRAFT – 3.7.25 to be agreed 15.1.26

Date of Review – Annually

Curriculum and Standards Committee

Purpose of committee

The school curriculum comprises all learning and other experiences that each school provides for its pupils. The range of responsibilities for the curriculum is shared between the head teacher, the governing body, the LA and the Secretary of State for Education and Skills. The curriculum committee may have responsibility for monitoring test results and teaching of the national curriculum and reviewing the assessment policy, the school visit policy and the school's provision and policy on sex education, collective worship and RE. It should also monitor provision for pupils with special educational needs or exceptional ability.

- To consider and advise the governing body on standards and other matters relating to the school's curriculum, including statutory requirements and the School's Curriculum Policy
- To consider curricular issues which have implications for Finance and Personnel decisions and to make recommendations to the relevant committees or the Governing Body
- To make arrangements for the Governing Body to be represented at School Improvement discussions with the LA and for reports to be received by the Governing Body
- To oversee arrangements for individual governors to take a leading role in specific areas of provision, e.g. SEN, Literacy, Numeracy. To receive regular reports from them and advise the Governing Body.
- To oversee arrangements for educational visits, including the appointment of a named coordinator
- Additional items which individual Governing Bodies may wish to include.

Note -Although not a statutory requirement, the governing body may wish to appoint governors with specific roles in relation to their collective responsibility for the curriculum including curriculum committee, curriculum complaints committee, literacy governor (primary schools), numeracy governor (primary schools), curriculum subject governors.

These terms of reference are agreed by the Governing Body 3.7.25 (Draft) to be agreed on 15.1.26

<u>Name of Governor</u>	<u>Date Appointed to the Committee</u>
Karen Barley	N/A
Danielle Taylor	3.7.25
Jamie Wright	3.7.25 (Resigned 4.9.25)
Sam Coopey	3.7.25
David Heron	3.7.25

Chair of the Committee: Danielle Taylor Minutes:

Quorum – (minimum of 3) = 3

Date Committee established: DRAFT 3.7.25 to be agreed on 15.1.26

Date of Review –Annually

HEALTH AND SAFETY/PREMISES COMMITTEE

Purpose of committee

A premises committee would be concerned with the use of premises, grounds and extended school facilities. Its terms of reference may include making recommendations on accommodation, caretaking, cleaning, decorating and maintenance. It may monitor efficient use of utilities such as water, electricity or gas and maintain an overview of costs and lettings policy of premises. Health and safety may also fall within this remit.

- To advise the Governing Body on priorities, including Health and Safety, for the maintenance and development of the school's premises
- To oversee arrangements for repairs and maintenance
- To make recommendations to the Finance Committee on premises-related expenditure
- In consultation with the Headteacher and the Finance Committee, to oversee premises-related funding bids
- To oversee arrangements, including Health and Safety, for the use of school premises by outside users, subject to governing body policy
- To establish and keep under review a Building Development Plan · To establish and keep under review an Accessibility plan

These terms of reference are agreed by the Governing Body 3.7.25 (Draft) to be agreed on 15.1.26

<u>Name of Governor</u>	<u>Date Appointed to the Committee</u>
Karen Barley	N/A
Janice Hedworth	3.7.25
Alan Hedworth	3.7.25
Shiona Bickley (Minutes)	3.7.25
Mike Schofield	3.7.25

Chair of the Committee: Janice Hedworth Minutes: Shiona Bickley

Quorum – (minimum of 3) = 3

Date Committee established **DRAFT 3.7.25 to be agreed on 15.1.26**

Date of Review – Annually

SAFEGUARDING, SEND AND PP COMMITTEE

Purpose of committee

These terms of reference are agreed by the Governing Body 3.7.25 (Draft) to be agreed on 15.1.26

<u>Name of Governor</u>	<u>Date Appointed to the Committee</u>
Karen Barley	N/A
Ann Little	3.7.25
Mike Schofield	3.7.25
Shiona Bickley	3.7.25
Danielle Taylor (Minutes)	3.7.25

Chair of the Committee: Shiona Bickley Minutes: Danielle Taylor

Quorum – (minimum of 3) = 3

Date Committee established **DRAFT 3.7.25 to be agreed on 15.1.26**

Date of Review – Annually

Head Teacher's Performance Review Group

Terms of Reference:

- To arrange to meet with the External Adviser to discuss the Head teacher's performance targets.
- To decide, with the support of the External Adviser, whether the targets have been met to set new targets annually to monitor throughout the year the performance of the head teacher against the targets.
- To make recommendations to the finance committee in respect of awards for the successful meeting of targets

Membership 2 or 3 Disqualifications the Head teacher and Staff Governors

These terms of reference are agreed by the Governing Body

Name of Governor	Date Appointed to the Group

Chair of the Group
Review Officer –

Quorum meeting - 2

Date group established: DRAFT 3.7.25 to be agreed on 15.1.26

Date of Review - annually

Delegation of Responsibility to Individuals

Any individual to whom responsibility has been delegated is expected to work within the following terms of reference

Terms of reference

- ✓ To liaise with the appropriate member(s) of staff
- ✓ Visiting the school with the purpose of gathering information concerning there are of responsibility and to increase their knowledge of the school.
- ✓ To report at least annually to the Governing Body
- ✓ To raise the profile of the area of responsibility when related matters are considered by the Governing Body
- ✓ To attend appropriate meetings and courses

Disqualification – the following functions CANNOT be delegated to an individual:

Functions relating to:

- the alteration, closure or change of category of maintained schools
- the approval of the first formal budget plan of the financial year
- School discipline procedures
- Exclusions of pupils (except in an emergency when the chair has the (power to exercise these functions)
- Admissions

In addition to areas of responsibility detailed in the monitoring policy, some governors have additional responsibilities within their roles:

Area of Responsibility	Name of Governor	Liaising with	Reporting to
Child Protection, CLA, Safeguarding	Ann Little	Head/DSL	SEND/Safeguarding committee
	Shiona Bickley	Head/DSL	
SEND	Ann Little	SENCO/Head	SEND/Safeguarding committee
LA governor	Ann Little	LA advisor	Governing Body
Health & Safety	Janice Hedworth	Head	Health and safety Committee
Curriculum	All governors assigned to an area	Head and staff	Curriculum Committee
Pupil Premium, Sports Funding	Jamie Wright	Head	Finance Committee
Early Years	Danielle Taylor	Head/Early Years lead	Governing Body
Equality	Janice Hedworth	Head	Governing Body
Health and safety, outdoor maintenance	Alan Hedworth	Head	Health and safety Committee

These terms are agreed by the Governing Body 3.7.25

Date Delegation Agreed.....

Date of Review July 2026

Acronyms

AT - Attainment Target (in National Curriculum)

By the end of each key stage, children are expected to know, apply and understand the skills and processes specified in the National Curriculum.

BEd - Bachelor of Education

A Bachelor of Education degree is a popular route for people to get into primary teaching and can take three to four years to complete.

BESD - Behavioural, Emotional and Social Difficulties

Behavioural, emotional and social difficulties are where children find it difficult to manage their behaviour and emotions, which often results in them showing behaviour which is often unpredictable. Children who have BESD are often difficult to understand, which can lead to them becoming anxious or scared regularly.

BSP - Behaviour Support Plan

Behaviour support plans are an effective school-based tool that you can use when a child is regularly displaying behaviour that is challenging.

As a trainee or early career teacher, you might find the resource below useful. Once downloaded, you'll find the behaviour checklist helps you to break down the low-level behaviour you're seeing in your classroom into manageable sections.

This will help you to pinpoint and go on to tackle this disruption as effectively as possible. You'll be asked to consider the times of day this behaviour occurs, the places it occurs, and the strategies already in place. Then, you'll find helpful suggestions and a space for you to make a quick plan.

CPD - Continuing Professional Development

This can be explained as any type of learning that you undertake which increases your knowledge, understanding and experiences of a subject area or role. CPD is an ongoing and planned learning and development process. Check out the [trainee and ECT CPD resources we have available in this category](#).

DBS - Disclosure and Barring Service

DBS checks in education are an essential safeguarding tool to ensure the safety and well-being of children and young people. If a person is to work in a nursery, school or college, they will require an Enhanced DBS and a child barred list check no matter what their role is.

DfE - Department for Education

"The Department for Education is responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England." - [Gov.co.uk](https://www.gov.uk)

EAL - English as an Additional Language

A learner of English as an additional language (EAL) is a pupil whose first language is other than English. 'First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community.

ECF - Early Career Framework

The Early Career Framework sets out what early career teachers (ECTs) are entitled to learn when they start their careers. It is evidence-based and was developed in consultation with school leaders, teachers, academics and experts.

ECT - Early Career Teacher

The term early career teacher replaced the term NQT (newly qualified teacher) in 2021. An ECT will have completed their initial teacher training and can then begin their ECT induction period of two years.

EYFS - Early Years Foundation Stage

The early years foundation stage sets the framework for education for children from birth up to 5 years. It ensures children are kept healthy and safe and have the knowledge and skills they need to start school.

IEP - Individual Education Plan

An IEP is a detailed plan that sets out targets and strategies to help a child learn. It will usually contain three or four individual, short-term targets for the child to focus on.

ITT - Initial Teacher Training

Initial Teacher Training is a university-led approach to becoming a teacher and focuses on study and practical time in school. You could also apply to a School Centred Initial Teacher Training (SCITT) programme, which is a postgraduate route that's delivered by groups of neighbouring schools and colleges.

LA - Local Authority

A local authority is an organisation that is officially responsible for all the public services and facilities in a particular area. This includes schools, social care and planning.

MFL - Modern Foreign Languages

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; and
- discover and develop an appreciation of a range of writing in the language studied.

In case you didn't know, Twinkl has a whole range of teacher-made MFL teaching materials, including schemes of work created by experienced educators with sound files to help with pronunciation.

OFSTED - Office for Standards in Education

Ofsted inspect schools and other services providing education services to learners of all ages. Deep Dives are part of Ofsted's new inspection framework. They will focus on several subjects across the curriculum to get a wider view of the curriculum and teachers' understanding and implementation.

This inspection framework will focus on the 3 I's, which are Curriculum [Intent](#), [Implementation](#) and [Impact](#). Inspectors will look for evidence of these through the 'Deep Dive' process.

Some questions that educators may be asked include:

- What are you trying to achieve in your curriculum, and how is that implemented in your curriculum design?
- Why do you teach your subject(s) in the way that you do?
- How do your children progress in their subject(s) over the academic year?
- What resources do you offer your pupils, and how do they relate to the curriculum?
- What are your aims and objectives for your year group? Are they being met?

PGCE - Postgraduate Certificate of Education

A [PGCE](#) is a popular higher education course in England, Wales, and Northern Ireland. It provides training to graduates looking to become teachers in maintained schools.

PSHE - Personal, Social and Health Education

As a subject, PSHE aims to provide children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work.

QTS - Qualified Teacher Status

This is a legal requirement to teach in many schools in the UK and comes after successfully completing initial teacher training.

RE - Religious Education

Religious education is an essential part of education for children, as it opens their minds to different beliefs and mindsets that different people and cultures have around the world. It's extremely important for students to understand that their worldview is one of many.

SACRE - Standing Advisory Council on Religious Education

SACRE is an independent body in the United Kingdom that considers the delivery of religious education in the area under the jurisdiction of its Local Authority.

SEND - Special Educational Needs and Disabilities

A pupil is identified as having Special Educational Needs if they are finding it harder than other pupils to make progress. This may be due to a specific learning difficulty, a recognised disability such as a hearing impairment, emotional, mental health or social difficulties, or speech and language difficulties.

Some pupils will only receive support for SEN in school for a short time, others may receive support for their entire time in education. Schools have a SEN register that records all SEND pupils, and schools are expected to track the progress of these pupils closely.

SENCO - Special Educational Needs Coordinator

SENCo stands for Special Educational Needs Coordinator. You may hear the name referred to in full, as its acronym (sometimes also written as SENDCo, standing for special educational needs and disabilities coordinator), or as SEN Coordinator.

SENcos are members of teaching staff who are responsible for special educational needs within a school. Every school in the UK is required to have a SENCo to ensure that every child who has SEN are supported, as well as to help them reach their full educational potential.

SLT - Senior Leadership Team

The Senior Leadership Team (SLT) take care of the daily management of a school and can include the headteacher as well as assistant and deputy heads.

SM - Special Measures

Ofsted can apply the term special measures to schools under their jurisdictions when they consider the school has failed to provide an acceptable standard of teaching, has poor facilities, or otherwise fails to meet the minimum standards for education.

If a school is in special measures, they are subject to regular short-notice inspections to keep track of their progress.

SoW - Scheme of Work

A scheme of work is a kind of plan that outlines all the learning to be covered over a given period (usually a term or a whole school year). For independent schools, the content of a scheme of work is left largely up to individual teachers and the head of department, whereas in state-sponsored schools, they're designed to cover the National Curriculum learning outcomes.

If you'd like to see an example of this, then you might want to check out [Twinkl Plant](#), an award-winning scheme of work that's been written to address the aims of the 2014 curriculum.

TEFL - Teaching English as a Foreign Language

Usually, this refers to English being taught in a non-english speaking country, but may also refer to any situation where English is being taught to a speaker of another language.

Behaviour Management

Behaviour management is the process of supporting learners to make positive choices that are conducive to learning. Behaviour management is a complex process, and it's ongoing. There is no one-size-fits-all approach to effectively managing student behaviour. However, several strategies are widely implemented and can be useful to teachers looking to improve their relationships with their classes.

Twinkl Trainee Teachers have this fabulous resource that contains sections to help you break down the behaviour you're seeing in your classroom and provides handy tips to help you deal with it.

Differentiation

[Differentiation](#) is the process of making sure that students with different needs and abilities have equal access to learning. This can be done by using strategies to make sure every student feels individually challenged and supported.

Safeguarding

Safeguarding and welfare are the terms that are used in the UK that mean to ensure the safety and wellbeing of all individual people - especially including children and vulnerable adults.

The responsibility of safeguarding and welfare falls on whoever meets these individuals.

For more information on safeguarding in schools, including Internet safety and the process of safeguarding those with SEND, you might like this blog '[Safeguarding in Schools: Everything You Need to Know](#)'.

Teachers' Standards

The Teachers' Standards are a set of professional standards for teachers and trainees that are expected to be maintained when they gain QTS (qualified teacher status). They apply to trainee teachers, ECTs and teachers in maintained schools.

Have a read of our blog, '[How Twinkl can help ECTs meet the Teachers' Standards](#)' to learn about all the brilliant resources available to support trainees and ECTs.

ECT Mentor

An [ECT mentor](#) plays an important role in supporting an Early Career Teacher's progress and development. They will provide coaching, support and motivation through regular meetings with their ECT during the induction period.

The ECT Mentor should:

- Provide guidance and effective support for the ECT's professional development
- Carry out regular progress reviews throughout the induction period
- Undertake three formal assessments throughout the whole of the induction period. (This usually happens once per term for full time or pro rata for part-time.)
- Inform the ECT during the assessment meeting of the observations and comments to be recorded in the formal assessment record and invite the ECT to add their comments
- Ensure that the ECT is regularly observed, and feedback is provided
- Take prompt and appropriate action if an ECT appears to be having difficulties
- Ensure ECTs are aware of how they can raise any concerns about their induction programme or their personal progress, if necessary
- Meet on a weekly basis with the ECT to discuss progress and points for improvement