

Governor Induction Pack



Bramham Shadwell Federation



Adopted by the Full Governing Body - July 2021

Contents

1. Welcome to the Governing Body	3
2. Induction process	3
3. Contact details	4
4. Our vision and values	4
5. Governors	5
6. Staff list	5
7. Our 3 core functions.....	5
8. Our code of conduct and the 7 Nolan principles of public life	6
9. Safeguarding and child protection policy	6
10. Health and safety policy	6
11. Conflicts of interest	7
12. Our committees.....	7
13. Our link governors.....	8
14. School visits	8
15. SDP/SEF.....	9
Appendix 1. Code of conduct.....	10
Appendix 2. Policy and protocols for governor visits to school.....	14
Appendix 3. Federation staffing structure	22

1. Welcome to the Governing Body

Congratulations on your appointment. We are delighted to welcome you to the Governing Body and our Federation and look forward to working with you.

We have always been very fortunate to have a dedicated and talented group of governors who are skilled in their role as supporters and critical friends of the Federation. We believe that effective school governance is at the centre of an effective school and we do all we can to promote and develop our governors through their work across both Bramham and Shadwell.

The staff and governors of the Federation are committed to continue raising our already high standards and, in a creative, stimulating environment, helping our children gain the necessary skills to become happy and fulfilled adults. All children, whatever their talents and abilities, are welcomed and included. 'Excellence for All' underpins all aspects of education and social development within the Federation.

The Governing Body and Head Teacher believe it is essential that all new governors receive an induction package covering a wide range of issues and topics. There is a commitment to ensure that new governors are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, leading to more effective governors and retention of governors.

We hope you will enjoy your new role and become as proud of Bramham and Shadwell Primary schools as we are.

Best wishes,

Sue Morgan

Chair of Governors

2. Induction process

This Governor Induction Pack has been produced for all new governors at Bramham Shadwell Federation. The Governing Body believes it is essential that all new governors receive a comprehensive induction covering a range of issues and topics. We are fully committed to ensuring new governors are given the necessary support to fulfill their role with confidence. The process is considered an important investment leading to more effective governance and aiding governor retention.

The new governor induction process will be co-ordinated by the Chair of Governors, along with Training Governor and Executive Head Teacher, and includes the following aspects:

- A welcome to the Governing Body and an opportunity to meet other governors.
- The opportunity to tour both schools with a member of Senior Leadership Team to meet staff and children, and to experience their atmosphere and to understand the Federation's ethos.
- An explanation of the role and responsibilities of governors, and of how the Governing Body and its committees work.
- Sharing the Governing Body's Policy and Protocols for Governor Visits to School.
- Being given background material on the Federation and its current priorities and issues – including School Development Plan, Schools' Self-Evaluation Forms and latest OFSTED reports.
- The opportunity to ask questions about their role and the schools.
- The opportunity to meet informally with an existing governor who will act as their mentor. The mentor to help and support the new governor before and after their first meeting as appropriate.

- › Allowing new governors to join the committee(s) of their choice after observing.
- › Completion of a skills audit to help identify training needs.
- › Encouragement to access training, including induction training for governors provided by Leeds Governor Support Service.
- › Completion of a DBS check.
- › Set up of Leeds for Learning account to access details of future meetings, guidance and training. Information to register with The Key for School Governors for access to additional support and guidance.
- › Discussion on agreed communication protocols.
- › Seeking feedback from new governor so induction procedure can be refined.

3. Contact details

School address: Bramham Primary School, Clifford Road, Bramham, Leeds, LS23 6JQ

Telephone: 01937 843682

Website: www.bramhamprimary.co.uk

School address: Shadwell Primary School, Main Street, Shadwell, Leeds, LS17 8JF

Telephone: 0113 2732729

Website: www.shadwell.leeds.sch.uk

Social media: @BramhamShadwell on Twitter

4. Our vision and values

Within our Bramham Shadwell Federation, we are proud of our family; we actively welcome new members and take their needs into account. We work towards our aspirations for the future and quickly develop our engagement in learning; we focus on our goals, we evaluate our progress along the way and we are determined to succeed. Our teachers are supportive and dedicated to all the children; they celebrate our dreams and ambitions and believe that each day in school is an exciting opportunity to help us exceed our expectations. Children only have one childhood and one chance at Primary School and every moment is precious as we grow as learners, building knowledge, resilience, independence and tolerance. We care for the environment and one another, learning to build positive and respectful relationships. If we make mistakes, we bounce back. Everyone is unique and acknowledged as part of our diverse family; this includes the children, parents, staff and governors - and together we continue to achieve 'Excellence for All'.

5. Governors

Chair:	Sue Morgan
Vice chair:	Jean Dent OBE
Clerk to the Governing Body:	Jane Davey
Head teacher:	Sarah Richards
Staff governor:	Jo Hall
Parent governor:	Georgina Mills
Parent governor:	Zuhura Akhtar
Co-opted governor:	Tom Irwin
Co-opted governor:	Emma Adams
Co-opted governor:	Victoria Miller
Co-opted governor:	Amy Paterson
Co-opted governor:	James Garden
Local authority governor:	Linda Richards

6. Staff list

Executive Head Teacher:	Sarah Richards	Designated Safeguarding Lead
Executive Deputy Head Teacher:	Jo Hall	Designated Safeguarding Lead
Executive Assistant Head Teacher:	Ruth Kirby	Designated Safeguarding Lead
Executive Assistant Head Teacher:	James Rugg	Designated Safeguarding Lead
Business Manager:	Louise Humphreys	Designated Safeguarding Lead
Special Educational Needs Co-ordinator (SENDCO):	Jo Hall	
Special Educational Needs Co-ordinator (SENDCO):	Liz Veverka	Designated Safeguarding Lead
Wellbeing Mentor:	Fiona Simpson	Designated Safeguarding Lead

See Appendix 3 for Federation staff structure.

7. Our 3 core functions

The 3 functions of our Governing Body are to:

- › Ensure clarity of vision, ethos and strategic direction.
- › Hold executive leaders to account for the educational performance of the Federation and its pupils, and the performance management of staff.
- › Oversee the financial performance of the Federation and make sure money is well spent.

8. Our code of conduct and the 7 Nolan principles of public life

Our code of conduct found in Appendix 1 aims to set and maintain standards of conduct that we expect all governors to follow.

We aim to ensure that governors carry out their role with honesty and integrity, and help us to ensure our federation is an environment where everyone is safe, happy and treated with respect. We will follow these principles which apply to anyone who holds a public office:

- › **Selflessness** – we will act in the public interest.
- › **Integrity** – we will not act or take decisions to gain financial or other material benefits for ourselves, our family, or our friends. We will declare any conflict of interests.
- › **Objectivity** – we will act and take decisions impartially, fairly, and on merit. We will use the best evidence and avoid discrimination or bias.
- › **Accountability** – we understand that we are accountable to the public for our decisions and actions. To make sure of this, we will be scrutinised where necessary.
- › **Openness** – we will act and take decisions openly and transparently. We will not withhold information from the public unless there are clear and lawful reasons for doing so.
- › **Honesty** – we will be truthful.
- › **Leadership** – we will actively promote and support the above principles and will challenge poor behaviour wherever it happens.

9. Safeguarding and child protection policy

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors. Our policy and procedures also apply to extended school and off-site activities.

Our Federation's safeguarding and child protection policy will be shared with you to read (and confirm you have read it) on becoming a governor and can be found on the website of each school within the About Us – Policies section. The policy aims to ensure that:

- › Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- › All staff are aware of their statutory responsibilities with respect to safeguarding.
- › Staff are properly training in recognising and reporting safeguarding issues.

In addition to being familiar with our policy, all governors should read the Department for Education's statutory safeguarding guidance Keeping Children Safe in Education. This guidance must be reviewed on becoming a governor and thereafter reviewed at least annually.

10. Health and safety policy

The Governing Body has a duty to take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off the school premises.

Our school's health and safety policy aims to:

- › Provide and maintain a safe and healthy environment.
- › Establish and maintain safe working procedures amongst staff, pupils and all visitors to the school site.
- › Have robust procedures in place in case of emergencies.
- › Ensure that the premises and equipment are maintained safely, and are regularly inspected.

11. Conflicts of interest

At Bramham Shadwell Federation, we want to ensure that the decisions taken by the Governing Body are free from personal bias, and do not unfairly benefit any individual or company connected to the federation.

We aim to ensure that:

- All governors understand what a conflict of interest is.
- All governors understand their responsibility to identify and declare any conflicts of interest.
- Every potential relevant conflict of interest, or perceived conflict of interest, is identified, recorded and prevented.
- Decision-making is not affected by conflicts of interest.
- There are clear procedures for managing conflicts of interest where these arise.

All governors must complete the Register of Interests form on appointment and at the beginning of each academic year.

12. Our committees

COMMITTEE NAME	MEMBERS
Resources	Chair: Jean Dent OBE Governors: Sue Morgan, Tom Irwin, Emma Adams, Linda Richards, Sarah Richards, Jo Hall, Louise Humphreys
Pupils Support	Chair: Amy Paterson Governors: Victoria Miller, Amy Paterson, Sarah Richards, Jo Hall
Teaching & Learning	Chair: James Garden Governors: Georgina Mills, Tom Irwin, Victoria Miller, Zuhura Aktar, Sarah Richards, Jo Hall

13. Our link governors

NAME	LINKED TO:
Emma Adams	Pupil Premium Health & Safety
Victoria Miller	PE & Sports Premium
Jean Dent OBE	Health & Safety
James Garden	EYFS Early Reading & Phonics
Tom Irwin	Performance Data
Georgina Mills	Safeguarding and child protection Special educational needs and disabilities (SEND) Training
Sue Morgan	Complaints
Amy Paterson	Wellbeing
Linda Richards	Community Website

14. School visits

In accordance with our Policy and Protocols for Governor Visits to School (contained in Appendix 2), governors are required to visit school on a regular basis in order to perform their monitoring responsibilities. Meetings to be agreed with relevant staff in advance with agendas prepared.

Governors should prepare a monitoring visit report using the template included in the Policy.

The report to be shared with staff met to confirm factual accuracy.

The final report to be shared with the Head Teacher, all governors and the Clerk to the Governing Body.

15. SDP/SEF

SDP

Our school development plan (SDP) for the current year is a document that sets out all the actions that will drive our Federation's improvement against its objectives for the next academic year.

We use this document to hold our school leaders to account and for advancing our Federation's long-term strategy.

The Executive Head Teacher will provide new governors with a copy of the SDP.

SEF

Unlike the SDP, which looks ahead for the year, the self-evaluation forms (SEF) are a snapshot of where our schools are at this time.

It is updated by the Executive Head Teacher on an annual basis (or as felt appropriate).

The Executive Head Teacher will provide new governors with a copy of each school's SEF.

Appendix 1. Code of conduct

A CODE OF CONDUCT FOR THE GOVERNANCE BOARD

Introduction

The following is not a definitive statement of responsibilities but is concerned with the common understanding of broad principles by which the governing board and individual governors will operate. The governing board accepts the following principles and procedures:

General

1. We are aware of and accept 'The Seven Principles of Public Life' as set out by Lord Nolan.
2. We have responsibility for determining, monitoring and keeping under review the broad policies, plans and procedures within which the school operates.
3. We recognise that the Headteacher is responsible for the implementation of policy and internal organisation and management of the school, and the implementation and operation of the curriculum.
4. We accept that all governors have equal status, and although appointed by different groups (i.e., parents, staff, Diocese) and that every governor's role is to govern the school in the best interest of pupils, not to represent the interests of the constituency from which they were elected or appointed.
5. We have no legal authority to act individually, except when the board has given us delegated authority to do so. However, the Chair may carry out an urgent function of the board that can be delegated to an individual if they believe that not acting immediately would be seriously detrimental to:
 - the school,
 - any pupils or their parents,
 - a staff member,

The chair must inform the governing board about the urgent action taken at the soonest opportunity.

6. We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all the legal expectations as, or on behalf of, the employer.
7. We will encourage open government and shall be seen to be doing so.
8. We will consider carefully, how our decisions may affect other schools and the community.
9. We will apply for a disclosure and barring service (DBS) check for any governor who does not already hold one within 21 days of appointment or election.

10. The following details for each governor and associate member will be published on the school's website and will be available on the DfE's national governor database 'Get information about schools'.
- name,
 - category of governor and the body responsible for appointing them,
 - date of appointment,
 - term of office,
 - date when stepped down (where applicable within the last 12 months),
 - names of committees the governor serves on and roles/ responsibilities on the board,
 - relevant business and pecuniary interests (as recorded in the register of interests),
 - attendance at governing board and committee meetings over the last academic year.

Commitment

11. We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy and we will receive guidance, information and updates via the email address provided.
12. We will involve ourselves actively in the work of the governing board, endeavour to attend all meetings, and accept our fair share of responsibilities, including membership of committees or working groups. In the case of non-attendance we will provide a reason for apologies to enable the board to decide if those apologies should be accepted or rejected.
13. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
14. Every member of the governing board will actively contribute relevant skills and experience. When filling vacancies we will do what is in our power to secure a new governor with the ability and experience to fill any skills gaps or, if this is not possible, has the capacity and willingness to develop them.
15. We uphold an ethos of professionalism and have high expectations of the governors' role, including an expectation that they undertake whatever training or development activity is needed to fill any gaps in the skills they have to contribute to effective governance. If a governor fails persistently to do this they will be in breach of the code of conduct.

Relationships

16. We will strive to work as a team and will support the Chair in their role of ensuring appropriate conduct at meetings and at all times.
17. We will seek to develop effective working relationships with our Headteacher, staff, parents, the Local Authority, and other relevant agencies (including the Diocesan Authorities where appropriate), and the community.

Confidentiality

18. We will observe confidentiality regarding proceedings of the governing board in meetings and from our visits to school as governors. In this, we will not reveal the details of any governing board vote.
19. We will observe complete confidentiality when required or asked to do so by the governing board, especially regarding matters concerning individual staff or students.
20. We will exercise the greatest prudence if a discussion of a potentially contentious issue affecting the school arises outside the governing board.

Conduct

21. We will encourage the open expression of views at meetings, but accept collective responsibility for all decisions made by the governing board or its delegated agents.
22. We will only speak or act on behalf of the governing board when we have been specifically authorised to do so.
23. In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing board.
24. We will visit the school; our visits to school will be undertaken within the framework established by the governing board, in agreement with the Headteacher and staff.
25. In discharging our duties we will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school.
26. We will support our school in the public eye. Social networking applications will not be used for actions that would put the governors in breach of the school code of conduct or school policies or in a way that could bring the school into disrepute. We accept that in such instances suspension or removal would be an option (see below).

Virtual meetings

27. To ensure confidentiality and the smooth running of the meeting, governors attending virtually will:
 - attend the whole meeting
 - attend with the webcam/video switched on where possible
 - focus on the business of the meeting in the same way as if they were attending in person
 - remain on mute unless they are speaking
 - prevent unauthorised individuals overhearing conversations (for example, by using headphones)
 - be mindful of their surroundings – they will consider the privacy of the room, including, but not limited to, who or what is visible or audible in the background
 - not make any recording of the meeting unless this has been explicitly agreed with all governors beforehand. Agreement must also be made as to how the recording will be used and how it will be destroyed.

Suspension

28. If the need arises to use the sanction of suspending a governor, we will do so by following legal requirements so as to ensure a fair and objective process.

Removal

29. We recognise that removing a governor from office is a last resort, and that it is the appointing bodies which have the power to remove those they appoint.

30. If the need arises to use the sanction of removing a governor or removing the Chair, we will do so by following legal requirements so as to ensure a fair and objective process.

SIGNED

DATE

Policy and Protocols for Governors' Visits to School

Approved February 2022

1. Overview

A governing body has three key roles:

- Strategic – to ensure professional leadership and management and clarity of vision, ethos and strategic direction.
- Oversee the financial performance of the school ensuring value for money and secure financial management.
- Hold the Headteacher to account for the educational performance of the school and its pupils.

In order to carry out their role responsibly and effectively, it is important for governors to know the school well. One way to achieve this is through school visits. Visits provide an opportunity to develop a good awareness and understanding to help them in their strategic role as well as to develop teamwork with school staff. Visits help provide an understanding of the way in which the school operates to embed its ethos and achieve its aims. Visits allow governors to support the school through informed decision making.

Visits should generally relate to the priorities in the School Development Plan.

It may not be possible for governors to be available during the day, however, **all** governors should do **some** visits, at least once per term.

Each visit should be arranged with the Headteacher or Deputy Headteacher who has the responsibility for the day-to-day management of the school and should have a specific purpose.

You should include the mission statement for your school here:

Within our Bramham and Shadwell Federation, we are proud of our family; we actively welcome new members and take their needs into account. We work towards our aspirations for the future and quickly develop our engagement in learning; we focus on our goals, we evaluate our progress along the way and we are determined to succeed. Our teachers are supportive and dedicated to all the children; they celebrate our dreams and ambitions and believe that each day in school is an exciting opportunity to help us exceed our expectations. Children only have one childhood and one chance at Primary School and every moment is precious as we grow as learners, building knowledge, resilience, independence and tolerance. We care for the environment and one another, learning to build positive and respectful relationships. If we make mistakes, we bounce back. Everyone is unique and acknowledged as part of our diverse family; this includes the children, parents, staff and governors - and together we continue to achieve 'Excellence for All'.

2. What a visit is not

- A form of inspection - governors should not make judgements about the professional expertise of the teacher.
- A chance to check on the progress of own children – it is recommended that governors do not visit classes in which they have children/family members.
- An opportunity for a governor to pursue a personal agenda – governors are visiting on behalf of the governing body.
- A lengthy process which monopolises school/teacher time.

3. The benefits of visits to school

To governors:

- Recognise and celebrate success.
- Develop relationships with staff.
- Get to know the children.
- Understand the environment in which teachers teach.
- Monitor policies in action.
- Find out what resources are needed and prioritise them.
- Deepen understanding and increase confidence and knowledge.
- Inform decision making.

To teachers:

- Ensure governors understand the reality of the classroom.
- Get to know governors.
- Understand better the governors' roles and responsibilities.
- Have an opportunity to reflect on practice through discussion.
- Highlight the need for particular resources.

4. Governing body approach to visits

The governing body and Headteacher will agree a focus and plan for visits for the year which can include:

- Visits in relation to class or subject links.
- Visits linked to the School Development Plan – these can be very effective in fulfilling the monitoring and evaluation role of the governing body.
- Committees can plan what visits are useful to reflect items included on agenda planners for the year ahead. This could include visits for governors with specific responsibilities such as SEND, child protection, attendance.
- Visits to focus on key topics (often Ofsted areas of focus) such as safeguarding, behaviour and health and safety.
- Visits in response to purchasing new resources – this may lend itself to governors joining a learning walk or a class to see the resources in use and hear from staff the advantages of the new equipment.
- The condition and maintenance of the building and the use made of the building or site.
- Attendance at parents evenings to hear parental comments. Governors will recognise, and make clear to parents upon hearing concerns or receiving complaints, that particular issues should be firstly addressed by the school staff and the Headteacher. If these avenues fail to resolve an issue of concern complaints should be addressed to the Chair of governors to ensure that appropriate procedures are followed.
- A member of the resources committee may visit when the finance officer attends.
- A governor should be present at termly meetings with the school improvement adviser.

5. Preparing for and attending a visit

5.1 Before the visit governors will:

- Agree the date of the visit in advance with the Headteacher or Deputy Headteacher, who will liaise with the members of staff to be involved.
- Clarify the purpose of the visit and how this links to priorities in the School Development Plan and agree an agenda. Wherever possible visits should help inform the strategic role of the governing body. Suggested questions for governors to use during visits are included in appendix A.
- Undertake any pre-reading required, such as reviewing related policy documents or guidance material.
- Submit any questions you have in advance (you may wish to refer to the individual guidance documents prepared by Governor Support Service for governors with specific responsibilities).

5.2 During the visit governors will:

- Remember the visit is being made on behalf of the governing body and not make any judgements or promises.
- Be punctual, courteous and considerate at all times respecting the professional roles of the Headteacher and staff.
- Not distract the teacher during the lesson but be prepared to talk and get involved with the children (interact, don't interrupt).
- Follow safeguarding procedures for visitors.
- Respect confidentiality at all times.

5.3 After the visit (without delaying the teacher) governors will:

- Discuss what has been observed and clarify elements of uncertainty.
- Consider if the purpose of the visit has been achieved and determine any follow up activity that would be useful.
- Thank the teacher for their time.
- Using brief notes taken during the visit complete a pro-forma as a record of the visit and contribute feedback to the governing body or committees. (A template pro-forma is included in the appendix B – these should be filed to provide evidence for Ofsted of the governing body's involvement with school).
- Raise any issues with the Headteacher in the first instance.

6. Monitoring and review of the policy

This policy should be monitored and reviewed annually reflecting feedback from staff and governors and consider:

- Are our visits achieving the potential benefits we identified?
- Have there been any unexpected benefits?
- How can we make our practice even better?

APPENDIX A

Governors might want to understand:

- The level of enjoyment pupils have for a subject
- What pupils like best/least in the school
- The standards of achievement in a subject area and what steps are being taken to improve standards
- How well strategic policies approved by governors are working
- The relationship between all staff in the classroom and pupils
- The relationship between pupils, behaviour and attitude – are they attentive, motivated, listening, questioning, and responding
- The variety of teaching styles adopted
- The availability and role of support staff
- How pupils are grouped and how different abilities are catered for
- Children's work – looking at the books of children with differing abilities
- Displays – how often these are changed, what they include and why
- The ethos – the atmosphere and values that are evident (are expectations high, encouragement, praise, equality of opportunity apparent?)
- The use of space and working conditions
- The quality and quantity of equipment and resources
- If health and safety regulations are practiced i.e. fire exits kept clear

Questions to ask pupils

- Tell me about what you are learning today?
- Do you like (subject)?
- Tell me what you most like doing in (subject)?
- Is there anything you don't like in (subject)?
- Do you know how you can improve/what your next target is in (subject)?

Questions to ask subject leaders/co-ordinators

- What is your vision for the subject? Do you have a set of minimum expectations?
- What were the Ofsted findings about the subject? (This questions is mainly for literacy, maths, science and computing. Other subject may have been the focus of a curriculum inspection).
- What are the strengths of the subject? How do you know?
- How do you keep a track of standards and progress across the school in this subject?
- What improvements have you made/planned for this year in the subject?
- What resources does the school have for the subject and how are these organised? Are there any additional resource needs?
- How do you help develop other teachers' skills in teaching this subject?

Questions about teaching English/Maths achievements and attitudes

- What are the broad trends in the school's achievement in English/Maths?
 - Compared with similar schools?
 - In relation to the national results?
 - In relation to the national picture in terms of gender?
- Where have we improved? Do we know why?
- Are there differences between the achievement of different year groups, and if so, why?
- How do our results in English/math's compare with other subjects?

- What aspects of the subject do pupils find easy and which hard?
- Are there significant differences in reading and writing between
 - Girls and boys
 - Pupils with special educational needs
 - Very able pupils
 - Pupils with English as an additional language and the others
 - The majority and any other minority groups, such as travellers?

Questions to ask in pupil progress meetings

To understand how much pupil progress is being made you could look at Key Stage 1 and 2 test results, pupil progress data across each year, the work of a range of pupils – average, below average and above average and other/vulnerable groups and consider

- How are pupils with special educational needs integrated into the daily literacy/math's lessons
- How is the role of the English/math's co ordinator developing?
- Does the school improvement plan match the identified needs?
- How has the budget for this area been spent?
- Is there a need for additional resources for any aspect of the work?
- How much additional adult support does each class have? How do you decide how to deploy additional support?
- (Literacy only) What type and how do you ensure there are a range of reading books available that cater for all abilities, cultural backgrounds and tastes, especially boys?
 - How well do pupils use the library?
 - What links does the school have with the local library?
- How does the school use all its resources (books, materials and displays, as well as electronic media) to promote reading and writing/numeracy?

Questions about communication

- How are parents kept informed of progress?
- How do you gather parents views?
- What steps are taken to encourage parents to support their children in reading/writing at home?

APPENDIX B



Record of Governor Visit to Bramham Shadwell Federation

Governor name and area of monitoring responsibility:	
Date of visit & length: Term:	Autumn / Spring / Summer
Visit to: Who met:	
Main purpose of visit: (including links to school development plan)	
Pre visit preparation:	
Activities seen and information gathered:	

Next steps:	
Key points to share with the governing board:	
Any other observations, including but not limited to:	Safeguarding: Health and safety: Behaviour: Wellbeing (pupils and staff):

Signed (Governor) (Date)

Signed (Headteacher) (Date)



Appendix 3. Federation Staffing Structure

Bramham Shadwell Federation Staffing Structure January 2022

Senior Leadership Team	Executive Head Teacher Mrs S. Richards								
	Executive Deputy Head Teacher & Shadwell SENDCO Mrs J. Hall								
	Executive Assistant Head Teacher Mrs R. Kirby			Federation Business Manager H&S / GDPR Mrs L. Humphreys			Executive Assistant Head Teacher Mr J. Rugg		
Bramham	Reception teacher Ms L. Veverka (Bramham SENDCO)	Year 1 teacher Mrs S. Eggleston	Year 2 teacher Miss C. Parsons	Year 3 teacher Mrs B Crowe	Year 4 teacher Miss B. Ings	Year 5 teacher Miss J. Alexandra	Year 6 teacher Miss K. Prankard	Admin. Mrs L. Forster Mrs L. Green	Federation Lead P.E Teacher Mr T. Brotherton Federation Site Manager Mr S. Burrows
	Teaching Assistant Mrs J. Peacock Mrs F. Lewis Miss E. Ritson	Teaching Assistant Mrs J. Wilkinson	Teaching Assistant Mrs H. Legault Mrs B. Sohal	Teaching Assistant Mrs M. Walker	Teaching Assistant Mrs J. Beckett (pm)	Teaching Assistant Mrs N. Turner	Teaching Assistant Mrs C. Gill Mrs J. Beckett(am)	Head Cook Mrs D. Easby Lunchtime Assistant	
Shadwell	Reception teacher FS Leader Mrs S. Williamson	Year 1 teacher Mrs K. Barratt	Year 2 teacher Mrs K. McNeill Mrs E. Eales	Year 3 teacher Miss J. Hole	Year 4 teacher Miss S. Duckett	Year 5 teacher Miss M. Cammiss	Year 6 teacher Miss H. Beaumont	Assistant Business Manager Mrs H. Hilton Admin. Mrs H. Robins Mrs H. Stacey	Federation Site Manager Mr S. Burrows
	Teaching Assistant Mrs D. Kennett Mrs R. Zaki Mrs R. Pilgrim	Teaching Assistant Ms L. Greenwood	Teaching Assistant Mrs L. Whittaker Mrs S. Bourne	Teaching Assistant Mrs. C. Ibbetson	Teaching Assistant Mrs S. Martin	Teaching Assistant Mrs J. Senior	Teaching Assistant Mrs G. Fitzpatrick Mrs R. Roylance	Head Cook Mrs K. Greenfield Lunchtime Assistant Mrs Gill	
Federation SEND provision/ Middle Managers	Federation Inclusion Senior Manager Mrs J. Hall Bramham SENDCO Shadwell SENDCO			Foundation Stage Leader Key Stage One Leaders Key Stage Two Leaders Wellbeing Mentor		Mrs S. Williamson Mrs C. Peic & Mrs S. Eggleston Miss K. Prankard & Miss H. Beaumont Mrs F. Simpson			