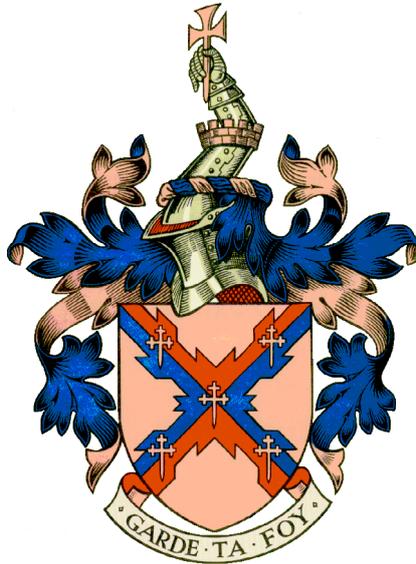


SIR THOMAS RICH'S

An Introduction to Governance of the School

This document should be read in conjunction with The Articles of Association and The Funding Agreement.



Date of issue:

Last updated:

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Signed

Chairman of Governors

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The Governing Body

Parliament has given a range of duties and powers to governing bodies under the Education Acts. Additionally the School as a company and governors as company directors are subject to the Companies Act and as Trustees, governors have responsibilities under Charity Law.

The Governing body is responsible for all aspects of the running of the School. Many of the Governing body's responsibilities are delegated to committees of Governors or to the Headmaster and the Senior Management Team. The Governing body works closely with the Headmaster and the Senior Management Team to:

- set Aims and Objectives for the School
- adopt policies for achieving the aims and objectives in order to help pupils maximise their potential
- set Targets to achieve the aims and objectives.

The purpose of having a governing body is to:

- help the school to set high standards by planning for the school's future to ensure there is appropriate emphasis on school improvement
- be a critical friend to the school, offering support and advice
- help the school respond to the needs of pupils, parents and the community
- make the school accountable to the public for what it does
- not intervene in the day-to-day management of the school unless there are weaknesses in the school, when it then has a duty to take action.

A school's governing body is a corporate body. It has a legal existence separate from that of its individual members. As long as governors have acted honestly, without ulterior motive, and reasonably, within the law and regulations, individuals cannot be held to account as for any liabilities incurred by the governing body. Governors have corporate responsibility for ensuring that the public body complies with any statutory or administrative requirements for the use of public funds. Full details of Governors' duties may be found in the Governor's Handbook at www.gov.uk/government/publications/governors-handbook

Information on the Governing Body

Information on the Governing Body can be obtained from the School's website or from the Company Secretary.

Composition

All Governors are Members and Directors of the company and trustees of the Academy Trust. There are four types of governor:

- Governors appointed by the Members in the light of periodic review of Governors' skills (co-opted by the Full Governing Body)
- Staff governors elected by the staff (no more than 2)
- Parent governors elected by parents (at least 2)
- The Headmaster (ex officio).

Election of Parent and Staff Governors

There are two parent governors and two staff governors. The Company Secretary is the designated returning officer for the election of parent and staff governors; the elections will be held according to the following principles:

- 'parent' is defined as 'parent, foster parent or guardian' and only the aforementioned may vote in parent governor elections
- only full or part time members of staff may vote in staff governor elections
- each parent of a child at the school shall be entitled to one vote for each vacancy regardless of the number of children that parent may have at the School
- the winner(s) will be determined by simple majority
- a tie will be resolved by the casting of lots
- the ballot will be secret with appropriate measures taken to avoid duplication of ballot papers
- the ballot box will be sealed until voting is complete and then opened by the Returning Officer and a witness who shall not be one of the candidates.

A parent governor is only eligible for election if he/ she is a parent of a pupil at the school when he/ she is elected but may continue to the end of a term of office if the child has left the school.

A staff governor is required to resign if no longer employed by the School.

The term of office of a parent or staff governor will be for four years.

Appointment of Co-opted Governors

Following self-evaluation and skills' audit, the Chairman, Vice Chairman, Headmaster and Company Secretary make regular reviews of the membership. Suggestions are sought informally and nominations are put to the Full Governing Body.

Meetings

The Members meet once a year to hold an Annual General Meeting (AGM). The Full Governing Body meets six times a year.

Confidentiality of Minutes

Agreement on confidentiality, with due regard to the Freedom of Information Act, will form part of the formal adoption process.

Notification of Agenda Items: Any Other Business.

Any Governor wishing to raise a matter for discussion must notify the Company Secretary, copy to the Headmaster in writing at least 48 hours before a meeting of the Full Governing Body.

Committees

Much governors' work is delegated to committees which meet to give detailed consideration to issues, take decisions according to their delegated responsibilities and report back to the Full Governing Body. The Constitution and Membership of each of the committees is agreed by the Governing Body at its first meeting of the academic year. Amendments may be made during the year but are to be ratified at the next meeting of the Governing Body. The Governing Body or its committees may establish working groups, which may include non-governors, to deal with specific matters and report back to the relevant committee. Each committee and working group will decide the frequency, timing and location of its meetings. Each committee and working group will report at each of the scheduled Governors' meetings. Minutes of its meetings are issued to Governors. Personnel Committee minutes will not be circulated to preserve confidentiality.

Finance, Audit, Risk Management and Health and Safety Committee

The Finance, Audit, Risk Management and Health and Safety Committee is concerned with the School's financial management, budget strategy, audit, risk management and the safety of those who work at or attend the School.

Personnel Committee

The Personnel Committee is concerned with all matters of staffing, pay and conditions of service as well as monitoring and evaluating the effectiveness of the Senior Management Team. The Personnel Committee also acts as the **pay review committee** to determine staff salaries, including performance related pay.

Commercial Operations and Premises Committee

The Commercial Operations and Premises Committee monitor and evaluate the commercial aspects of the School including all Sports Centre operations and lettings and all matters related to the development of premises and grounds.

Evaluation and Curriculum Committee

The Evaluation and Curriculum Committee is concerned with the self-evaluation of governance, school self-evaluation and school improvement as well as the School's curriculum offer, learning and teaching. This committee is responsible for reviewing policies that are not covered by other committees.

Admissions Committee

The Admissions Committee is concerned with all aspects of pupil admissions

Minutes

Full Governing Body meetings are minuted by the Company Secretary and circulated to all Governors. Minutes from all meetings including committee meetings (except Personnel) are available for inspection from the Company Secretary's Office (contact srb@strs.org.uk).

Scheme of Delegation

The Scheme has been developed to clarify the roles and responsibilities of Governors and members of staff employed at the School and to ensure compliance with legal requirements. Delegations cannot be exercised other than by the designated person or committee unless otherwise directed or agreed by the Governing Body. The Governing Body has decided not to delegate:

- the agreement of the general principles on pupil discipline
- the appointment of the Headmaster
- the approval of the annual budget
- the appointment of auditors
- the agreement of the Annual Report and Accounts.

School Budget, Finance, Risk Management and Health and Safety

Responsibilities of Headmaster, SMT and Finance Controller	Responsibilities of the Finance, Audit, Risk Management and Health and Safety Committee	Responsibilities of Full Governing Body
<p>Draw up and submit to the Finance, Audit, Risk Management and Health and Safety Committee an annual budget plan for the School's funds which must conform to the DfE's requirements</p> <p>Prepare and submit to the Finance, Audit, Risk Management and Health and Safety Committee any significant proposals for revisions to the budget plan.</p> <p>The Headmaster is Accounting Officer and has responsibility for:</p> <ul style="list-style-type: none"> • ensuring regularity and probity • ensuring prudent and efficient administration 	<p>Considering the annual budget plan proposed by the Headmaster and Finance Controller</p> <p>Considering any proposed revisions to the annual budget plan proposed by the Headmaster and Finance Controller and agreeing them and reporting these to the Full Governing Body where appropriate</p> <p>Oversee and monitor the proper use of the Academy's resources including monitoring annual budget</p> <p>Developing and adopting all policies relating to Finance, for</p>	<p>To approve the annual budget plan recommended by the Finance and Audit Committee</p> <p>To receive 'monitoring reports' from the Finance, Audit, Risk Management and Health and Safety Committee on the proper use of the Academy's resources including monitoring the annual budget</p>

<ul style="list-style-type: none"> • avoiding waste and extravagance • the day-to-day organisation, staffing and management of the Academy <p>Day-to-day risk assessments and Health and Safety compliance</p>	<p>example the Financial Management Handbook and Anti-fraud policy</p> <p>Monitor risk assessments and day-to-day management of risk and Health and Safety</p>	<p>To agree Health and Safety policies and set up arrangements to manage risk and Health and Safety</p>
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Personnel

Responsibilities of Headmaster	Responsibilities of Personnel Committee	Responsibilities of Full Governing Body
<p>To decide on the number of staff at the School, the management structure and the level of remuneration of the posts</p>	<p>To prepare advertisements and briefing papers for Headteacher and Deputy Headteacher posts</p> <p>To set up selection panels for Headteacher and Deputy Headteacher posts</p> <p>To set the pay of the Headmaster and Deputy Headmasters</p> <p>To set the annual appraisal targets for the Headmaster</p>	<p>To advertise Headteacher and Deputy Headteacher vacancies nationally</p> <p>To ratify the Personnel Committee's recommendation to appoint a Headteacher and Deputy Headteachers</p> <p>To receive verbal 'monitoring reports' from the Personnel Committee on the Headmaster's progress towards his annual targets and the School's targets</p>

<p>To set annual appraisal targets for all members of the SMT</p> <p>To implement all policies relating to appraisal, personnel such as capability , disciplinary and grievance procedures</p> <p>To decide on the procedures for appointing staff</p> <p>To conduct interviews and appoint teaching staff To conduct interviews and support teaching staff</p> <p>To decide a job specification for any vacant post</p> <p>To set the pay of members of staff</p> <p>To ensure that appropriate targets are set by teachers and departments to maintain high standards of attainment.</p> <p>To set the timing of the performance management, performance related pay and appraisal cycle</p> <p>To consider requests for employees to work part-time, job share and for maternity and paternity leave and make decisions as appropriate</p>	<p>To approve the annual appraisal targets for the SMT</p> <p>Developing and adopting all policies relating to personnel such as capability, disciplinary and grievance procedures</p> <p>To act as the Pay Review Committee in relation to performance related pay</p> <p>To receive updates from the Headmaster on teachers' progress towards meeting their appraisal targets, decisions about performance related pay & the impact of support strategies to improve performance</p> <p>To receive updates from the Headmaster on requests for employees to work part-time, job share and for maternity and paternity leave</p>	<p>To receive verbal 'monitoring reports' from the Personnel Committee on SMT's progress towards their annual targets and the School's targets</p> <p>To receive 'monitoring reports' from the Personnel Committee on capability, disciplinary, grievance, suspension or dismissal.</p> <p>To receive an anonymised summary of teachers' progress towards their targets</p>
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To review complaints by members of staff about their appraisals where the Headmaster has not been the appraiser	To review complaints by members of staff about their appraisals where the Headmaster has been the appraiser	
To suspend staff in appropriate circumstances	To suspend staff in appropriate circumstances (for example where the Headmaster has been involved in investigations leading up to suspension)	To hear appeals against the decision of the Personnel Committee to suspend an employee
To end a suspension	To end a suspension in appropriate circumstances (for example where the Headmaster has been involved in investigations leading up to suspension)	
To dismiss staff in appropriate circumstances	To dismiss staff in appropriate circumstances (for example where the Headmaster has been involved in capability or disciplinary matters leading up to dismissal)	To hear appeals against the decision of the Personnel Committee to dismiss an employee
	To decide whether any payment should be made in respect to dismissal or to secure the resignation of a member of staff	To hear appeals against the Headmaster's decision to issue formal written warnings.

Commercial Operations and Premises

Responsibilities of Headmaster, SMT and Commercial Lead	Responsibilities of Commercial Operations and Premises Committee	Responsibilities of Full Governing Body
Day-to-day management of commercial operations and premises including risk assessments and Health and Safety compliance	Considering the budget plan proposed by Commercial Lead	To approve the annual budget plan recommended by the Commercial Operations and Premises Committee

<p>To decide on what charges to levy for commercial activities</p> <p>Draw up and submit to the Commercial Operations and Premises Committee an annual budget plan for Commercial Operations</p> <p>Prepare and submit to the Commercial Operations and Premises Committee any significant proposals for revisions to the budget plan.</p> <p>Day-to-day management of the School premises</p>	<p>Considering any proposed revisions to the annual budget plan proposed by the Commercial Lead agreeing them and reporting these to the Full Governing Body where appropriate</p> <p>Overseeing and monitoring the income generation and spend of Commercial Operations</p> <p>Developing and adopting all policies relating to Commercial Operations and Premises</p> <p>To consider major premises developments and agree on building design and usage</p>	<p>To receive 'monitoring reports' from the Commercial Operations and Premises Committee on the income generation and spend of Commercial Operations</p> <p>To approve reports from the Commercial Operations and Premises Committee on major premises developments and building design and usage</p>
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Evaluation and Curriculum

Responsibilities of Headmaster, SMT	Responsibilities of Evaluation Committee	Responsibilities of Full Governing Body
<p>Prepare the School's self-evaluation summary</p> <p>Produce the School's Medium Term Development Plan</p> <p>Produce the School's 1 year School Improvement Plan</p>	<p>Appraise the School's self-evaluation summary and contribute to its development</p> <p>Monitoring the implementation of strategies identified in the School's Medium Term Development Plan and 1 year School Improvement Plan</p>	<p>To approve the School's self-evaluation summary, the Medium Term Development Plan and the 1 year Improvement Plan</p> <p>To receive 'monitoring reports' from the Evaluation Committee on improvement and development plans' progress and pupil progress</p>

<p>To monitor and improve the effectiveness of staff development</p> <p>To monitor student progress and attainment, including the performance of groups of pupils</p> <p>To review the attainment of pupils using ASP, FFT, Ofsted ISDR, School based tracking mechanisms and effect intervention strategies to raise attainment</p> <p>To determine, organise an appropriate curriculum for the School</p> <p>To monitor the quality of learning and teaching, behaviour and attendance and range of extra-curricular activities and effect School Improvement</p>	<p>To monitor the effectiveness of staff development and CPD</p> <p>To receive reports on student progress and attainment, including the performance of groups of pupils</p> <p>To monitor the attainment of pupils using ASP, FFT, Ofsted ISDR and School based tracking mechanisms</p> <p>To co-ordinate the evaluation of School Governance and address areas of necessary development</p> <p>To ensure that a broad and balanced curriculum is implemented in the School</p> <p>To monitor learning and teaching through considering summaries of lesson observations and 'book pulls' and feedback from Governor visits</p> <p>To monitor behaviour and attendance through examining data on bullying incidents, racist incidents, detentions and exclusions including examining equality measures</p> <p>To monitor the provision of extra-curricular activities</p>	<p>To set up arrangements for the evaluation of School Governance</p> <p>To ensure that the curriculum is balanced and broadly based</p> <p>To receive 'monitoring reports' from the Curriculum Committee on learning and teaching, behaviour and attendance and extra-curricular activities</p>
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To implement the School's curriculum policies	To monitor the implementation of the School's curriculum policies and to develop, review and adopt all policies not covered by the Finance, Audit, Risk Management and Health and Safety Committee and Personnel Committees	
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Admissions

Responsibilities of Headmaster, SMT & Admissions' Officer	Responsibilities of Admissions Committee	Responsibilities of Full Governing Body
To coordinate testing arrangements, in-year admissions, late tests and Appeals	Developing and adopting all policies relating to admissions Recommending which pupils should be admitted to the School in accordance with Admissions' policies and Local Authority co-ordinated scheme	To set up arrangements for pupil admissions

Exclusions

Responsibilities of Headmaster,	Responsibilities of Full Governing Body
The Headmaster may exclude pupils for fixed periods of not more than 45 days in a year. The Headmaster may exclude a pupil permanently.	To set up a pupil discipline committee to hear appeals against the Headmaster's decision either to exclude a pupil permanently or where the pupil is excluded for more than 15 school days in a term, or would lose the opportunity to take a public examination.

Link Governors

The Link Governor scheme allows governors to be better informed about the day-to-day working of the School and provides a link between the Governing Body and other members of the School community. Link Governors have a delicate role to play and should avoid appearing intrusive or being unnecessarily judgemental. Link Governors make periodic visits to the School, which should be planned and agreed with the Headmaster and relevant staff.

Link visits aim to:

- develop supportive relationships between governors and staff
- familiarise governors with the working environment of the School
- enable governors to observe the implementation of policies.

Visits are not intended for:

- making judgements about the quality of teaching
- checking on the progress of specific pupils
- pursuing personal agendas
- monopolising staff time.

The principle of confidentiality must be observed in conversations between governors and staff and in subsequent feedback. Every visit must have an agreed purpose. There should be opportunity for discussion with individual staff concerned. All class / school guidelines must be observed. Copies of each governor's report will be kept by the Company Secretary. The target is for five governors' visits each academic year, one in each of the first five half terms.

Current Link Governors

Link Area(s)	Governor
Leadership & Management	Roger Ogle
Self Evaluation, School Improvement	Ian Marshall
Careers	Jos Major
Complaints	Roger Ogle
Behaviour	Jan Wilton
Commercial Operations	Bryan Stiles
Health & Safety	Tim Wilton
Risk Management	Brian McBurnie
Data, GDPR	Richard Goldsby
SEND, PP	Alan Pilbeam
Safeguarding	Jan Wilton, Roger Ogle
Admissions	Bryan Stiles
Catering	Bryan Stiles
Recording & Reporting	(vacant)
Finance, Charges & Remissions	Roger Ogle
Learning & Teaching	Alan Pilbeam
Collective Worship, Equality	Jos Major
PHSE, Sex Education	Ian Birchall
Pay, Appraisal, Discipline, Grievance	Andrew Bishop
Extra Curricular	Tim Wilton

In addition to the link areas, Mr Pilbeam organises a programme of Link visits to Departments.

APPENDIX 1 SCHOOL VISITS – GOVERNORS’ AIDE MEMOIR**WHAT IS THE PURPOSE OF THE VISIT?**

What has prompted my decision to visit?
Who has prompted my decision to visit?
Is the reason specific or general?
What are my/other people’s expectations?

HOW SHALL I CARRY IT OUT?

What particular areas of the school am I interested in?
What particular activities am I interested in?
What particular age-group(s) am I interested in?
Are there any questions that can be answered by observation?
What questions should I ask?
Who should I ask?

DID I ACHIEVE MY AIM?

To what extent did I address the reason for my visit?
Which of my questions did I answer?
To what extent did I fulfil my own/other people’s expectations?
What difficulties did I meet and why?

IS THERE ANY FOLLOW-UP?

Have I recorded my experiences?
Did I ‘report back’ to the Head and staff?
Have I prepared a short report for the next governors’ meeting?
How can I build on this for the next visit?

APPENDIX 2 SIR THOMAS RICH'S GOVERNOR VISIT REPORT

Governor's Name	
Link Responsibility	
Date of Visit	
Lessons/ Activities Observed	

Report on Visit:

Any Points for Follow Up Action:

Signature Date

APPENDIX 3 SIR THOMAS RICH'S GOVERNORS' CODE OF CONDUCT

For governing bodies to carry out their role effectively, governors must be:

- prepared and equipped to take their responsibilities seriously;
- acknowledged as the accountable body by the lead professionals;
- supported by the appropriate authorities in that task; and
- willing and able to monitor and review their own performance.

The role of a governor

The governing body is a corporate body, which means:

- no governor may act on her/his own without proper authority from the full governing body;
- all governors carry equal responsibility for decisions made, and
- although appointed through different routes (i.e. parents, staff, co-opted, member appointed), the overriding concern of all governors has to be the welfare of the school as a whole.

General

- we understand the purpose of the governing body and the role of the Headmaster
- we are aware of and accept the Nolan seven principles of public life.
- we accept that we have no legal authority to act individually, except when the governing body has given us delegated authority to do so, and therefore we will only speak on behalf of the governing body when we have been specifically authorised to do so.
- we have a duty to act fairly and without prejudice, and, as far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- we will encourage open governance and will act appropriately.
- we accept collective responsibility for all decisions made by the governing body or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting.
- we will consider carefully how our decisions may affect the community and other schools.
- we will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- in making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing body.

Commitment

- we acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- we will each involve ourselves actively in the work of the governing body, and accept our fair share of responsibilities, including service on committees or working groups.
- if acting as directors, we will not go beyond our duties or act outside of the powers of authority conveyed on us, and acknowledge that were we to do so we could be held liable to the school and/or third parties.

- if acting as members of the trust body, we accept that we may be held responsible up to the limit in the articles of association, were the school/trust to go bankrupt.
- we will make full efforts to attend all meetings and where we cannot attend explain in advance in full why we are unable to.
- we will get to know the school well and respond to opportunities to involve ourselves in school activities.
- our visits to school will be arranged in advance with the staff and undertaken within the framework established by the governing body and agreed with the Headmaster.
- we will consider seriously our individual and collective needs for training and development, and will undertake relevant training.
- we are committed to actively supporting and challenging the Headmaster.

Relationships

- we will strive to work as a team in which constructive working relationships are actively promoted.
- we will express views openly, courteously and respectfully in all our communications with other governors.
- we will support the chairman in their role of ensuring appropriate conduct both at meetings and at all times.
- we are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- we recognise that the roles of governor, staff member and volunteers in school are different. Where I am also a staff member and/or volunteer in school I will maintain the separation of my roles.
- we will seek to develop effective working relationships with the Headmaster, staff and parents, the local authority and other relevant agencies and the community.

Confidentiality

- we will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside and outside school.
- we will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting.
- we will not reveal the details of any governing body vote.

Conflicts of interest

- we will record any pecuniary or other business interest that we have in connection with the governing body's business in the Register of Business Interests.
- we will declare any pecuniary interest - or a personal interest, which could be perceived as a conflict of interest - in a matter under discussion at a meeting and will leave the meeting for the appropriate length of time.
- we will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body.

Breach of this code of practice

- if we believe this code has been breached, we will raise this issue with the chairman and the chairman will investigate; the governing body should seek to resolve any difficulties or disputes constructively.

- should it be the chairman that we believe has breached this code, another governor, such as the vice chairman will investigate.
- we understand that any allegation of a material breach of this code of practice by any governor shall be raised at a meeting of the governing body, and, if agreed to be substantiated by a majority of governors, shall be minuted and can lead to suspension or in some circumstances removal from the governing body.

The Seven Principles of Public Life (*originally published by the Nolan Committee in October 1994, to consider standards of conduct in various areas of public life, and to make recommendations*).

Selflessness

Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership

Holders of public office should promote and support these principles by leadership and example.

APPENDIX 4 THE ROLES OF GOVERNING BODIES

(Taken from *Governing Bodies and Effective Schools* DfEE/Ofsted 1995 and *New Regulations and Guidance on the Roles of Governing Bodies and Head Teachers* DfEE 2000.)

Governors have three key roles:

- to provide a strategic view
- to act as a critical friend
- to ensure accountability.

Provide a strategic view

The Governing Body has important powers and duties but limited time and resources. So it should focus on helping to decide the School's strategy for improvement so that its pupils learn most effectively and achieve the highest standards.

Governing Bodies should take advice on all this from the Head before taking their own decisions. The School Development Plan, School Improvement Plan or post-OFSTED Action Plan, along with agreed policies, will generally provide the strategic framework. Governing Bodies will need to monitor progress, but are not responsible for collecting monitoring data themselves. Instead they should agree arrangements with their Headmaster. Governors should agree with their Head and staff a policy on visits they may wish to make to classrooms. Governor Support has produced some guidance on this.

Working strategically, Governors should then use any monitoring evidence to review and evaluate progress against any targets set to see whether a policy is working or needs changing. The Head can suggest arrangements for monitoring and evaluating particular requirements and policies. As "lead professional" the Head will be responsible for formulating and implementing the policies, for leading the School towards the set targets and for discharging many responsibilities on the Governing Body's behalf, as well as for discharging responsibilities imposed directly on him.

Heads should give their Governing Bodies enough information for the Governors to feel confident that those delegated responsibilities and the Head's own responsibilities have been met. Governing Bodies should make sure they get enough information to allow them to check on their school's achievements and progress, over time and in comparison with similar schools.

Act as a critical friend

A critical friend offers support, constructive advice, a sounding board for ideas, a second opinion on proposals and help where needed. It is critical in the sense of its responsibility for monitoring and evaluating the school's effectiveness, asking challenging questions, and pressing for improvement. However, a critical friend may also challenge, ask questions, seek information, improve proposals and so seek to arrive at the best solution. It exists to promote the interests of the school and its pupils.

Ensure accountability

The Governing Body is responsible for ensuring good quality education in the School. The Headmaster and staff report to the Governing Body on the School's performance. The Governing Body has the right to discuss, question and refine proposals while always respecting the professional roles of the Headmaster and other staff, and their responsibilities for the management of the School. In its turn, it is accountable to parents and the wider community for its actions and the School's overall performance. The Headmaster and professional staff are accountable to the Governing Body for the School's performance. The Governing Body must be prepared to explain its decisions and actions to anyone who has a legitimate interest.