

### Perryfields Primary PRU - Subject/Aspect Governor Specifications 2022-2023

When taking the school context into account, the Management Committee have allocated Link Governors to the following subjects/aspects. The programme of visits and support will be designed to focus on priority areas over a period of time outlined in the Governor Visits Programme. This is in order to support the subject/aspect leader in self-evaluation and enable governors to contribute to strategic school development:

Role	Governor
<b>Safeguarding and SEND – Child Protection, CLA, Inclusion, SEND, Pupil Premium</b>	<b>Iain Sweatman, Simon Marshall</b>
<b>Health, Safety, Site Maintenance and Development</b>	<b>Francis Lankester</b>
<b>Service Level Agreements and Transport</b>	<b>Vacant</b>
<b>Personal Development, Behaviour and Attitudes and PSHE</b>	<b>Andy McDouall</b>
<b>Preventative School Support and DfE Behaviour Hubs</b>	<b>Andy McDouall, Wendy Allen</b>
<b>Staff Wellbeing</b>	<b>Wendy Allen, Morag Sutcliffe</b>
<b>Quality of Education Core – English, Maths, Science, ICT, Learning Outside the Classroom</b>	<b>Andy McDouall</b>
<b>Quality of Education Foundation – History, Geography, RE, MFL, Art, Music, DT, PE</b>	<b>Andy Strangeway</b>

#### Key Considerations:

- The programme of visits is a fluid and working document and can be changed as the visits proceed.
- The remit is for the Management Committee to gain a deep understanding of the allocated subjects and aspects and contribute to self-evaluation and school development.
- Some strands have a higher time commitment but this will be reflected in the timeframe it takes to complete the programme. For example, it is estimated that the Preventative School Support and DfE Behaviour Hubs strand has monitoring activities that should be completed within a year, whereas the safeguarding and quality of education strands are likely to run for at least two years.
- The programme should not put any time pressure on governors or the school – it is better to spend longer to evaluate in greater detail and accuracy than rushing through the days.
- Report forms and governors delivering findings during meetings is best practice.

## 1. Safeguarding – Specifications and Responsibilities

### Alongside the DSL:

- a) Commit to attending safeguarding, child protection and PREVENT training – attending staff CPD when required;
- b) Quality assure any safeguarding CPD that staff attend;
- c) Contribute to the developing and review of relevant safeguarding policies;
- d) Evaluate whether staff members have access to and understand the school's Child Protection and Safeguarding Policies and procedures;
- e) Ensure that child protection policies and procedures are understood by all staff members and are implemented correctly;
- f) Identify pupils who may be at risk and use the correct protocol to reduce these risks – checking the response to disclosures or concerns relating to the wellbeing of a pupil;
- g) Understand the referral and assessment processes, ensuring all pupils are receiving the appropriate level of support;
- h) Be able to analyse written records of concerns and referrals and identify best practice and/or areas for development;
- i) Be alert to, and understand, the specific needs of vulnerable pupils;
- j) Evaluate the provision for Looked After Children, including PEP procedures and reports;
- k) Contribute to the gathering of Pupil Voice to take account of their wishes, feelings and understanding of safeguarding;
- l) Review incidences of bullying, racist abuse, homophobic name-calling, behaviour, positive handling and first aid/accident records to ensure school development reflects the needs of the pupils;
- m) Understand the aspects of Safer Recruitment and attend training when required;
- n) Analyse the Single Central Record and personnel files to ensure the appropriate documentation is in place/risk assessed;
- o) Evaluate leaders' analysis of attendance including actions regarding persistent absentees and children missing in education;
- p) Evaluate risk assessment documentation and training regarding Off Site Visits and Learning Outside the Classroom;
- q) Contribute to Health and Safety Audits including reviews of the premises and site safety;
- r) Ensure the Management Committee is kept up-to-date on a regular basis regarding all safeguarding evaluation and issues, including, when requested, providing written reports in a timely manner;
- s) Be able to contribute to the School Evaluation Form and Development Plan regarding best practice within safeguarding.

## 2. Special Educational Needs, Inclusion, Pupil Premium and Covid Catch Up – Specifications and Responsibilities

### Alongside the SENCO, Inclusion and Pupil Premium/Covid Catch Up Leaders:

- a) Contribute to the developing and review of relevant SEND policies/Information Report;
- b) Understand and evaluate the coordination of SEND provision to support individual pupils – including Pupil Premium (PP) children;
- c) Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date;
- d) Recognise and review the graduated approach to providing SEND support so the school is fulfilling its Local Offer duties;
- e) Understand the specific requirements of pupils with SEND are reflected in the support measures (provision map) and implemented effectively;
- f) Have a sound knowledge of how relevant legislation, including the 'SEND Code of Practice', impacts the school's SEND provision;
- g) Ensure the school's SEND provision is inclusive at all levels. Understand and evaluate how SEND/Pupil Premium children are supported in accessing a curriculum that meets their needs;
- h) Review and understand how the use of SEND funding is securing the best outcomes for the pupils;
- i) Contribute to the strategic development of SEND, Inclusion, PP and Covid Catch Up policy and provision in the school;
- j) Contribute to Pupil Voice by talking to pupils with SEND, PP and Covid Catch Up and listen to their feedback, with a view to developing an even more effective support system;
- k) Review the school's strategy and implementation of informing and liaising with the parents of pupils with SEND;
- l) Evaluate the SENCO's communication with and use of other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision;
- m) Audit transition arrangements for selected individual pupils and how effective they are in planning the pupils' next stage of their education;
- n) Ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements – including reviewing the Accessibility Plan every three years;
- o) Commit to training and CPD to improve and maintain a well-rounded knowledge of SEND provision and be able to ensure staff duties are effectively performed;
- p) Have secure knowledge in the development and implementation of EHC plans and be able to monitor their impact, recognising any necessary adjustments made by professionals to ensure pupils make progress;
- q) Contribute to the school's work as an Inclusion Quality Mark Centre of Excellence;
- r) Review and understand how the use of Pupil Premium and Covid Catch up funding is securing the best outcomes for the pupils – contributing to the review and development of the Pupil Premium and Covid catch Up Strategies;
- s) Ensure the Management Committee is kept up-to-date on a regular basis regarding all SEND/PP/Covid Catch Up evaluation and issues, including, when requested, providing written reports in a timely manner;

t) Be able to contribute to the School Evaluation Form and Development Plan regarding best practice within SEND/PP/Covid Catch Up.

### 3. Health, Safety, Site Maintenance and Development – Specifications and Responsibilities

#### Alongside School Leaders:

- a) Contribute to the developing and review of relevant health and safety and premises related policies;
- b) Carry out a Health and safety check for each classroom. To include analysis of strengths and areas for development within the following: ventilation and heating, fire safety, asbestos, electrical equipment, computer equipment, manual handling, furniture and fixtures, working at height, movement – slips and trips, Covid response;
- c) Carry out a Health and safety check for the offices, kitchen, toilets and other rooms. To include analysis of strengths and areas for development within the following: ventilation and heating, fire safety, asbestos, electrical equipment, computer equipment, manual handling, furniture and fixtures, working at height, movement – slips and trips, Covid response;
- d) Carry out a Health and safety check for the corridors and external areas of the site. To include analysis of strengths and areas for development within the following: ventilation and heating, fire safety, asbestos, electrical equipment, computer equipment, manual handling, furniture and fixtures, working at height, movement – slips and trips, Covid response;
- e) Review and amend risk assessments to ensure they include up to date evaluations of risk, including the assessment of the likelihood and severity of potential incidents;
- f) Evaluate the administration records of: staff CPD, accident reporting, defect reporting, water hygiene, hazardous waste, whole school fire safety. Be able to make suggestions that establish best practice;
- g) Contribute to gathering Pupil Voice that evidences children’s knowledge and understanding of risk and enables them to engage with the health and safety evaluation process;
- h) Review the Conditions Survey and ensure it links effectively with the Asset Management Plan so that site improvement is carried out in a prioritised and strategic manner;
- i) Update the Accessibility Plan every three years to ensure equality and disability are being applied;
- j) Review risk assessments to ensure they include up to date evaluations of risk, including the assessment of the likelihood and severity of potential incidents;
- k) Ensure the Management Committee is kept up-to-date on a regular basis regarding all health, safety, site maintenance and development evaluation and issues, including, when requested, providing written reports in a timely manner;
- l) Be able to contribute to the School Evaluation Form and Development Plan regarding best practice within health, safety, site maintenance and development.

#### 4. Service Level Agreements and Transport Arrangements – Specifications and Responsibilities

##### Alongside School Leaders:

- a) Identify the cost of all the Service Level Agreements in comparison with the overall budget;
- b) Understand, review and evaluate the FINANCE and HUMAN RESOURCES SLAs to report the following: role of the provider, cost, types of support, level of support, provision of training for staff, value for money (quality of service and school satisfaction), issues encountered and the complaints and feedback procedures;
- c) Understand, review and evaluate the SITE, HEALTH AND SAFETY and WASTE SLAs to report the following: role of the provider, cost, types of support, level of support, provision of training for staff, value for money (quality of service and school satisfaction), issues encountered and the complaints and feedback procedures;
- d) Understand, review and evaluate the ICT, BROADBAND and SIMS SLAs to report the following: role of the provider, cost, types of support, level of support, provision of training for staff, value for money (quality of service and school satisfaction), issues encountered and the complaints and feedback procedures;
- e) Understand, review and evaluate the GOVERNOR AND LEGAL SERVICES SLAs to report the following: role of the provider, cost, types of support, level of support, provision of training for staff, value for money (quality of service and school satisfaction), issues encountered and the complaints and feedback procedures;
- f) Understand, review and evaluate the CPOMS and EDUCATION WELFARE SLAs to report the following: role of the provider, cost, types of support, level of support, provision of training for staff, value for money (quality of service and school satisfaction), issues encountered and the complaints and feedback procedures;
- g) Understand, review and evaluate the ETEACH and any TEACHING AND LEARNING SLAs to report the following: role of the provider, cost, types of support, level of support, provision of training for staff, value for money (quality of service and school satisfaction), issues encountered and the complaints and feedback procedures;
- h) Review and evaluate the logistical and legal matters regarding the transport and travel services arrangements;
- i) Ensure the Management Committee is kept up-to-date on a regular basis regarding all SLA and Transport Management evaluation and issues, including, when requested, providing written reports in a timely manner.

## 5. Personal Development, Behaviour and Attitudes and PSHE – Specifications and Responsibilities

### Alongside School Leaders:

- a) Contribute to the developing and review of relevant personal development/behaviour policies;
- b) Review how the curriculum extends beyond the academic, technical or vocational. Determine how it provides for learners' broader development, enabling them to develop and discover their interests and talents – enrichment/off site visits/visitors/learning outside the classroom;
- c) Understand and evaluate how the PSHE and wider curriculum and Learning Powers support learners to develop their character – including gathering Pupil Voice;
- d) Understand and contribute to the development of SMSC in line with the Gold Award status criteria;
- e) Recognise, understand and review the work the school does to support pupil wellbeing and Social, Emotional and Mental Health;
- f) Understand and review transition documentation – namely when pupils enter and exit the school;
- g) Gather information on how the PSHE curriculum and wider work promotes the pupils' understanding of British Values, including the use of Pupil Voice;
- h) Gather information on how the PSHE curriculum and wider work equips the pupils' to be responsible, respectful, active citizens who contribute positively to society, including the use of Pupil Voice;
- i) Review how the PSHE curriculum and wider work impacts pupil understanding and appreciation of diversity – recognising what we have in common and promoting respect and empathy around different characteristics;
- j) Using monitoring evidence determine examples of how the school has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly;
- k) Analyse behaviour records and Positive Handling reports to gather evidence on incidents and how effective actions taken were in resolving the issues;
- l) Contribute to gathering Pupil Voice that evidences how positive the children are in relation to education including: learning behaviour, aspiration, Learning Powers and pride in achievements;
- m) Evaluate relationships among pupils and staff to determine whether they reflect a positive and respectful culture;
- n) Analyse leaders responses to any allegations of bullying, racism, homophobia or peer on peer abuse and contribute to strategic development of best practice if necessary;
- o) Ensure the Management Committee is kept up-to-date on a regular basis regarding all personal development/behaviour evaluation and issues, including, when requested, providing written reports in a timely manner;
- p) Be able to contribute to the School Evaluation Form and Development Plan regarding best practice within personal development/behaviour.

## 6. Preventative School Support and DfE Behaviour Hubs - Specifications and Responsibilities

### Alongside School Leaders:

- a) Read, discuss and understand the school's Local Offer for preventative work within schools. This includes: Outreach Toolkit, Behaviour and Relationships Training, THRIVE Training, School to School Support;
- b) Recognise the roles and responsibilities of specific staff including the allocation of the Outreach Team and the access schools have had to training and/or school to school support;
- c) Evaluate and contribute to the development of support materials within the preventative work package;
- d) Analyse school and course evaluation data to establish best practice and any areas for development within the preventative work package;
- e) Participate and contribute to the development of action plans concerning the preventative work support package;
- f) Contribute to the review of action plans concerning the preventative work support package;
- g) Gain an understanding of the DfE Behaviour Hubs remit including reading and understanding the school's application;
- h) Understand the expectations regarding the facilitation of the different Behaviour Hubs tiers of support. This includes: Open Days, Group Support, Mentoring, Individual School Support and Networking commitments;
- i) Evaluate progress and impact made in the successful facilitation of the different Behaviour Hubs tiers of support contributing to identifying strengths and areas for development;
- j) Review and evaluate Behaviour Hubs action plans and reports for individual schools and record keeping for the other aspects of the work;
- k) Recognise the roles and responsibilities of specific staff in providing the Behaviour Hubs Programme of support. This includes the CPD and support they receive from the DfE;
- l) Recognise, understand and evaluate how leaders are ensuring that leadership capacity and the quality of education at Perryfields is not affected negatively by commitments to the Behaviour Hubs Programme;
- m) Ensure the Management Committee is kept up-to-date on a regular basis regarding all preventative school support and DfE Behaviour Hubs evaluation and issues, including, when requested, providing written reports in a timely manner;
- n) Be able to contribute to the School Evaluation Form and Development Plan regarding best practice within preventative school support and DfE Behaviour Hubs.



## 7. Staff Wellbeing – Specifications and Responsibilities

### Alongside School Leaders:

- a) Commit to attending staff wellbeing training – attending staff CPD when required;
- b) Quality assure any wellbeing CPD that staff attend;
- c) Contribute to the developing and review of the staff wellbeing policy;
- d) Gather information, analyse responses and action plan to support staff around the LOGISTICS of wellbeing. This includes: site maintenance, facilities, resourcing, performance management responsibilities, feelings of personal safety, promotion of good health and work/life balance;
- e) Gather information, analyse responses and action plan to support staff around the WORKING TOGETHER of wellbeing. This includes: teamwork, sharing expertise, sharing workload, relationships, understanding of responsibilities, celebration of achievements, recognition, culture of praise and encouragement;
- f) Gather information, analyse responses and action plan to support staff around the PERSONAL DEVELOPMENT of wellbeing. This includes: engaging and accepting support, staff input to school development, valuing opinions, developmental feedback culture, pursuing career plans/training opportunities, day to day organisation, staff contributions, culture of self improvement, managing workload, CPD opportunities around the Quality of Education;
- g) Gather information, analyse responses and action plan to support staff around the RESILIENCE of wellbeing. This includes: understanding signs of anxiety/depression, positive school ethos, opportunities to try new things, culture of solving problems, self reflection, no blame culture, support from colleagues;
- h) Gather information, analyse responses and action plan to support staff around the SELF MANAGEMENT of wellbeing. This includes: shared vision/intent, commitment, promotion of empathy, managing workload, pupil behaviours, triggers of stress, responsibility, initiative, fostering their own talents, managing conflict;
- i) Gather information, analyse responses and action plan to support staff around the LEADERSHIP of wellbeing. This includes: leaders understanding, staff bullying, communication, support with parents, workload, provision of CPD, response to changes, support, communication of intent, pastoral care of pupils/staff, value of staff, opportunities for breaks, leadership styles, integrity, signposting wellbeing support, seeking feedback;
- j) Ensure the Management Committee is kept up-to-date on a regular basis regarding all staff wellbeing evaluation and issues, including, when requested, providing written reports in a timely manner;
- k) Be able to contribute to the School Evaluation Form and Development Plan regarding best practice within staff wellbeing.

## 8. Quality of Education Core – English, Maths, Science, ICT, Learning Outside the Classroom - Specifications and Responsibilities

### Alongside Subject Leaders:

- o) Contribute to the developing and review of relevant policies;
- p) Understand how the curriculum Intent for each subject meets the needs of the pupils;
- q) Audit whether the curriculum has sufficient coverage of learning objectives and the above subjects have sufficient time allocated to them;
- r) Understand and evaluate how the curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning;
- s) Understand and review how the curriculum demonstrates ambition and enrichment opportunities;
- t) Recognise how effectively leaders provide effective support and training for teachers, including the quality assurance of CPD and the impact of actions;
- u) Review monitoring information to identify how teachers: present subject matter clearly, promote pupil discussion, check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback, respond and adapt their teaching in line with assessment findings;
- v) Evaluate the 'profile' of the subject around school by conducting a learning walk;
- w) Audit how the school teaches phonics and reading to develop pupil achievement, confidence and enjoyment and determine how widely the pupils are reading;
- x) Audit resources to determine how effectively the school is matching reading materials to learners' phonics knowledge at the early stage of reading;
- y) By analysing relevant internal data and if applicable national tests identify how well all groups of pupils are achieving within English and maths;
- z) Understand and contribute to the development of Learning Outside the Classroom in line with the Award status criteria;
- aa) Evaluate and make suggestions for the inclusion of relevant and prioritised actions for the specified subject leader action plans. To include:  
resources, monitoring, curriculum development, CPD for teachers/assistants;
- n) Ensure the Management Committee is kept up-to-date on a regular basis regarding all the identified subjects, including, when requested, providing written reports in a timely manner;
- o) Be able to contribute to the School Evaluation Form and Development Plan regarding best practice within the identified subjects.

## 9. Quality of Education Foundation – History, Geography, RE, MFL, Art, Music, DT and PE - Specifications and Responsibilities

### Alongside Subject Leaders:

- a) Contribute to the developing and review of relevant policies;
- b) Understand how the curriculum Intent for each subject meets the needs of the pupils;
- c) Audit whether the curriculum has sufficient coverage of learning objectives and the above subjects have sufficient time allocated to them;
- d) Understand and evaluate how the curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning;
- e) Understand and review how the curriculum demonstrates ambition and enrichment opportunities;
- f) Recognise how effectively leaders provide effective support and training for teachers, including the quality assurance of CPD and the impact of actions;
- g) Review monitoring information to identify how teachers: present subject matter clearly, promote pupil discussion, check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback, respond and adapt their teaching in line with assessment findings;
- h) Evaluate the 'profile' of the subject around school by conducting a learning walk;
- i) By understanding and reviewing monitoring information determine how well pupils are receiving opportunities to practise basic skills in the specified subjects – namely reading and writing;
- j) Evaluate and make suggestions for the inclusion of relevant and prioritised actions for the specified subject leader action plans. To include: resources, monitoring, curriculum development, CPD for teachers/assistants;
- k) Recognise and understand how the school allocates the Sports Premium funding to secure the outcomes identified in the Sports Premium Strategy;
- l) Ensure the Management Committee is kept up-to-date on a regular basis regarding all the identified subjects, including, when requested, providing written reports in a timely manner;
- m) Be able to contribute to the School Evaluation Form and Development Plan regarding best practice within the identified subjects.