

LINK GOVERNORS

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

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1. Introduction

This document deals with link governors based on aspects of school improvement. The role of link governors for Safeguarding, SEND, Looked After Children and Health and Safety are set out in the relevant policies.

This document should be read alongside the governor visits policy and governor code of conduct.

OFSTED inspectors will look at the extent to which governors are involved in the life of the school/academy. The role of nominated link governors, and evidence of their work and interaction with key staff, can therefore be important in fulfilling the local governing body's role.

Schools/academies may choose to link governors in a number of ways:

- Individual subjects
- Broader curriculum areas
- Core curriculum subjects
- Key stage
- Individual class
- Curriculum areas identified in the school/academy development plan
- School/academy development plan priorities
- Identified groups of students (eg gifted and talented)

The decision may be taken locally depending upon the stage of education offered and current context of the school/academy.

The LGB should ensure that there are:

- Clear written remits which are available to each nominated governor
- Records of visits
- Arrangements for reporting back to a committee or the full local governing body
- Staff understanding of the nominated governor's role
- Mechanisms in place to support the nominated governor as required.

2. Training Co-ordinator Governor

The role of the Training Co-ordinator governor should be to take a lead responsibility for ensuring that LGB training and development takes place (this may be the Chair of governors).

The remit for the Training Co-ordinator Governor should include:

- Ensuring that new governors take part in induction training
- Ensuring that training and development are discussed by the LGB as an agenda item
- Making proposals for whole LGB training and development sessions
- Keeping a record of training undertaken by the LGB which can be used for self-evaluation purposes and OFSTED
- Encouraging and supporting individual governors to identify their training needs
- Attending training

3. Curriculum Link Governors

The role of curriculum link governors is to keep the LGB informed of standards achieved and the resource needs of the curriculum area in order to maintain and raise standards.

The link governor should:

- Meet termly with the Subject Co-ordinator/leader or Head of Department to become better informed and discuss the implementation of agreed actions and progress towards targets
- Become familiar with the relevant curriculum policies and how they are being implemented
- Find out about the resource and training needs required to improve standards and to communicate these to the LGB
- Contribute to the monitoring of School Improvement priorities and other plans

- Review information from assessment statistics in order to contribute to the monitoring and evaluation of standards
- Attend staff training if appropriate
- Observe, by agreement with teaching and other staff, lessons or other activities in order to gain an understanding of teaching and learning strategies and resources available
- Be familiar with information from other sources (e.g. OFSTED) relating to the curriculum area and standards of attainment
- Provide reports to the LGB.

The following set of questions may help link governors in their role:

- What issues arise from school self-evaluation that apply particularly to this curriculum area and what plans do we have to address them?
- What progress are we making towards implementing plans and how will we assess the impact?
- In what particular ways does this subject contribute to achieving statutory and other targets?
- How is pupil progress monitored and assessed and how well do pupils know their individual targets?
- What areas of staff development are currently being addressed through Continuing Professional Development?
- How are we communicating with and involving parents/students?

4. Key Stage Link Governor

The Key Stage Governor will provide the link between the LGB, appropriate committees, and staff. By getting to know the Key Stage they are linked with, Link Governors contribute to the role of the governing body in knowing the school and holding it to account.

The link governor should:

- meet termly with the Key Stage co-ordinator to become better informed and discuss the implementation of agreed actions and progress towards targets
- Attend, where possible, relevant staff training where this is appropriate
- Review information from assessment statistics in order to contribute to the monitoring and evaluation of standards
- Observe, by agreement with teaching and other staff, lessons or other activities in order to gain an understanding of teaching and learning strategies and resources available
- Develop an understanding of transition issues for pupil intake and pupil leavers and how the school is addressing these issues.
- Be familiar with information from other sources (e.g. OFSTED)
- Provide reports to the LGB.

The following set of questions may help link governors in their role:

- What issues arise from school self-evaluation that apply particularly to this Key Stage and what plans do we have to address them?
- What progress are we making towards implementing plans and how will we assess the impact?
- In what particular ways does the Key Stage contribute to achieving statutory and other targets?
- How is pupil progress monitored and assessed and how well do pupils know their individual targets?
- What areas of staff development are currently being addressed through Continuing Professional Development?
- How are we communicating with and involving parents/students?

5. Class link governor

By getting to know the Class and the Key Stage they are linked with, Link Governors contribute to the role of the governing body in knowing the school and holding it to account.

Link governors should:

- Meet termly with the class teacher/visit the class to become better informed and discuss the implementation of agreed actions and progress towards targets
- Be familiar with the various subjects and themes taught at specific age groups and class/key stage teaching expectations and levels

- Be familiar with the class programme of work and any specific age related programme i.e Early Years areas of learning; phonics testing (Y1/2), literacy/numeracy levels; modern foreign language etc
- Be familiar with specific age related teaching strategies and assessment procedures
- Be aware of pupil progress through discussion with the class teacher and to observe the development of the class/pupils throughout a school year
- Contribute to the monitoring of School Development priorities and other plans
- Develop a positive relationship with the class teacher & TA's and pupils
- Take the opportunity to talk with and listen to the views of pupils (pupil voice)
- Gain an understanding of the class timetable and routines
- In agreement with the teacher, to look at pupil work to support the understanding of the curriculum, coverage of the curriculum and standards being achieved
- Observe the classroom environment and its impact on the experience of pupils
- Offer class support as appropriate i.e accompanying the class on a visit;
- As relevant to the age group(s) to develop an understanding of transition issues for pupil intake and pupil leavers and how the school is addressing these issues.

The following set of questions may help link governors in their role:

- What issues arise from school self-evaluation that apply particularly to this Class and what plans do we have to address them?
- What progress are we making towards implementing plans and how will we assess the impact?
- How is pupil progress monitored and assessed and how well do pupils know their individual targets?
- How are groups of pupils (eg pupil premium, gifted and talented, boys, girls etc) monitored and what is their progress?
- What areas of staff development are currently being addressed through Continuing Professional Development?
- How are we communicating with and involving parents/students?

6. School/academy development plan/priorities link governor

This role may involve visits to curriculum co-ordinators, individual classes or a mixture of the above depending on the area of focus.

The following set of questions may help link governors in their role:

- What issues arise from school self-evaluation that apply particularly to the focus area and what plans do we have to address them?
- What progress are we making towards implementing plans and how will we assess the impact?
- What staff development on the focus area is currently being addressed through Continuing Professional Development?
- How are we communicating with and involving parents/students?

Governor Visit Report

Visiting Governor	
To see	
Reason for visit	
Date of visit- / /:	Time in Time out

Strategy/Initiatives (National/Regional/Local & School)	
Policy (and review)	
Priorities Strengths and weaknesses from date, SEF/SID and OFSTED Action plan (If appropriate)	
Delivery Staffing/timetabling/curriculum	
Staff Development	
Links and education visits	
Resources/School Budget	
Assessment/Target Setting/ Tracking systems	
Monitoring Information and Data Trends	
Support/Involvement Parental or other OrganisationsUpdating	
How can Governors help	
Further notes/comments	

Signatures

Visiting Governor	Co-ordinator (if appropriate)	Principal (Prior to presentation to governing body)
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Area of work	Link Governor
Safeguarding	Claire Hocknell and Kath Moore
Looked After Children	Margaret Sanders
Pupil Premium	Margaret Sanders
SEND	Margaret Sanders
Mental Health	Margaret Sanders
e-Safety	David Bibby
Careers Education	David Bibby
Health & Safety	Maura Amies