



‘Walking in the footsteps of Jesus, loving and serving together’

Circle Model – Whole Governing Board Approach

Outline

The Governing Board (known as the Board) works collectively as a ‘whole team’, meeting at least six times per year, without any separate committees. An annual planner and agenda for each meeting will include all the tasks which the Board is required to consider, and the Board may ‘commission’ assignments or activities arising from the business of the meeting, which will be recorded in the minutes. Any ‘commissioned’ task forces will have Board drafted agreed terms of reference (which will be incorporated within this document) and will report any findings, actions or recommended decisions to the Board at its next meeting. These reports will in turn inform collective strategic decision making by the Board.

In addition to ‘commissioning’ activities or actions on their behalf, the Board, to ensure its core functions are fulfilled, will delegate monitoring responsibilities to link governors. These include areas the Department for Education (DfE) has identified as should have individual roles (unless there is a very good reason not to) and those focused on the priorities of the School Plan. The Board recognises that all decisions are made by the full Board and no delegated authority – financial or otherwise – is given to link governors or task forces. Meetings of the Board and delegated individuals/groups will be considerate of the wellbeing of staff and Headteacher by referring to the DfE school workload reduction toolkit.

In cases where a function has been delegated, there is a statutory duty for the delegated governor/s to report, by written monitoring reports, any findings, actions or recommended decisions to the Board in time for its next meeting to enable informed collective strategic decision making. For more details on Monitoring Groups see Appendix 1.

St Joseph's Catholic Primary School

Scheme of Delegation 2022-23

The Scheme has been developed to clarify the responsibilities and powers of governors and members of staff employed at the school and to ensure compliance with legal requirements and, where appropriate, Local Authority & Diocesan policies.

The delegations set out in this Scheme are delegated to specific individuals or task forces of the Governing Body and postholders employed at the school.

Delegations cannot be exercised other than by the designated person or task force unless otherwise directed or agreed by the Governing Body.

In the absence or incapacity of a postholder other than the Head Teacher, the delegations stand delegated to the Head Teacher unless otherwise directed or agreed by the Governing Body.

Instead of exercising her/his delegated powers, a postholder or task force may refer the matter to the appropriate task force or governing body. The Scheme will be reviewed at the first meeting in each academic year and is made without prejudice to the powers and duties of the Governing Body and its committees.

The Governing Body will remain accountable for all decisions taken, including those relating to functions delegated to a task force or individual, and can perform any of the functions it has delegated.

The Full Governing Body

Current Composition:

- 7 Foundation Governors (2 vacancies)
- 2 Parent Governors
- 1 Local Authority Governor
- 1 Staff Governor
- 1 Headteacher
- 1 Clerk (non-voting)

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General Structure

- The Governing Body will elect a chair and vice-chair at the first meeting of each school year. Governors will be invited to nominate themselves two weeks before the date of the first Governing Body meeting. The term of office for each post is one year.

Powers to be Exercised by the Full Governing Body only:

General & Procedural

- To agree the Instrument of Government
- To elect or remove the Chair and Vice Chair of the Governing Body
- To agree the suspension of Governors
- To appoint (and remove) a Head Teacher and/or a Deputy or Assistant Head Teacher
- To appoint or dismiss the Clerk to the Governing Body
- To determine the functions to be performed by the Clerk to the Governing Body that are additional to those laid out in regulations.
- To decide any changes in the times of school sessions and dates of terms and holidays but to ensure that the school meets for 380 sessions in a school year
- To decide on a change of school category
- To undertake an annual review of the Scheme of Delegation and consider whether or not to exercise delegation of functions to individuals or task forces
- To revise the constitution of the Governing Body to comply with the 2012 Regulations
- To co-opt Governors onto the Governing Body and to appoint Local Authority Governors (to be exercised only after reconstitution under the 2012 Regulations)
- To ensure the proper management of the school's financial, physical and human resources
- To approve the first formal budget plan each financial year
- To institute a Health & Safety Policy
- To nominate a named governor to have specific responsibility for overseeing the school's provision for children with Special Educational Needs and physical disabilities
- To nominate a named governor for the staff Whistleblowing Policy, SEN, and Safeguarding

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- Publication of governors' details on school website. As a minimum this should include: each governor's (or associate member's) name; category; appointing body; term of office; any committees they serve on; positions they hold such as Chair, Vice Chair, Chair of a Committee.
- Establish, publish on website, (and update annually) a register of Head Teacher's and governors' business interests. The register must set out details of any relevant business interests and any other schools at which they govern. It should also detail any relationships between governors and school staff including spouses, partners and relatives.
- Review the Governors' Code of Conduct to ensure that all governors and associate members are aware that their details as identified in the preceding two points will be published and that all are required to provide the information. Governors' explicit agreement to the Code of Conduct should be recorded in minutes.

School Self-Evaluation & School Development Planning Responsibilities

- To agree the outcomes of the school's Self-Evaluation process (including Governing Body Self-Evaluation)
- To agree long-term vision and a strategic plan
- To approve the School Development Plan (SDP), monitor its implementation & evaluate its impact (including ensuring that any Ofsted recommendations are incorporated into the SDP)

Data Analysis & Target Setting Responsibilities

- Scrutinise a range of pupil performance data to evaluate the school's performance, including information provided in the Governors' data dashboard
- Agree challenging targets for pupil achievement/attainment and ensuring they are based on outcomes of robust data analysis
- Evaluate the school's performance against agreed targets
- Evaluate the impact of pupil premium funding and other resources to overcome barriers to learning
- Receive attendance and exclusion data from the Head Teacher, including the impact of initiatives that are in place to improve poor attendance
- To ensure rigorous assessment processes are in place

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Safeguarding

- To nominate one member of the Governing Body to have specific responsibility for Safeguarding
- Approve a Child Protection Policy and review its effectiveness at least annually
- Consider the school's Safeguarding Audits and monitor subsequent action plans

Pupils, Parents & Community

- To agree and publish an Admissions Policy annually and to take action as required or permitted by law on matters relating to school admissions
- Agree a behaviour principles statement and ensure that this is posted on the school website this will encompass general principles on Pupil Discipline
- Approve a school behaviour policy and publicise to staff, students and parents.
- Decide whether to confirm permanent and fixed term exclusions where the pupil is either excluded for more than 15 days in a term or at risk of being unable to sit a public examination; consider parents' representation about exclusions.
- To approve the policy on School Uniform
- To decide what Sex Education is to be provided
- To ensure legally required information is published online: including the SEN policy, curriculum plan, pupil premium spending, reading schemes, links to DfE school performance tables, and Ofsted report
- To agree and publish a Complaints Procedure and a Freedom of Information Scheme
- To consider matters relating to the role of the school in the community
- To ensure that the Governing Body can demonstrate its accountability to parents

Extended Services

- To decide whether or not to offer and/or cease to provide additional activities and what form these should take ('Extended Schools')
- To review the impact of extended services, where they are in place

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Mission, Vision & Learning

- To ensure strong principles of teaching and learning and to promote a vision of what good and outstanding teaching and learning looks like.
- To ensure all pupils enjoy and achieve through learning.
- To ensure the rigorous use of data analysis to monitor pupil progress and performance, and to drive the improvement of standards in all curriculum areas, including Religious Education.
- To identify trends in various groups, including vulnerable pupils, children in care, free school meals pupils, pupils with Special Educational Needs, and gifted and talented pupils, to ensure the appropriate induction and support is provided to these groups, and that their progress is monitored and their needs are met within, and potentially beyond, the curriculum.
- To ensure pupils and parents/carers are engaged in the education process and that they are aware of their child's progress and what is required for further improvement and support, if any.
- To ensure the work of the school reflects the principles set out in the Mission Statement and that we continue to be a unique Christian community, where faith is celebrated and lived in daily practice through well planned liturgies, collective worship and the prayer life of the school.
- To act in accordance with our Trust Deed to ensure the religious character of the school is preserved and that we implement the Bishop's policies on education including religious education.
- To ensure that the spiritual, moral, social and cultural development of our pupils is at the heart of what we do and that community cohesion is an essential part of the life of the school.

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The Full Governing Body has a duty to:

- hold a full Governing Body meeting at least six times in a school year
- ensure that the National Curriculum is implemented
- ensure that RE and daily collective worship are provided
- ensure balance in the presentation of political issues in the curriculum
- ensure that equalities are embedded in all policies & frameworks
- ensure it can demonstrate its accountability to parents
- ensure that the views of pupils, parents & other stakeholders inform school improvements

Chair's Action

The Chair of Governors has delegated power to make decisions on any matter where delay is likely to be seriously detrimental to:

- the school
- a pupil or prospective pupil at the school
- a pupil's carer(s) and/or family
- a person who works at the school
- public welfare
- the prevention or detection of crime
- the capture or prosecution of offenders

In the absence of the Chair such decision may be made by the Vice Chair of Governors. Chair's Action must be reported back to governors at the soonest opportunity and no later than the next meeting of the full governing body.

TERMS OF REFERENCE

- Definitions for delegated responsibilities are as follows:
 - **Who has responsibility?** This is the person or Board who has ultimate control over a task and the resources allocated for its completion. They are the ones who assign and delegate work responsibilities
 - **Who does the work?** The person who does the work is responsible for making sure that the activity is completed successfully.

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TERMS OF REFERENCE

Topic	<i>Who has responsibility?</i>	<i>Who does the work?</i>
<u>STAFFING</u>		
RECRUITMENT		
Recruitment & Appointment of Headteacher, Assistant or Deputy Headteacher		
Drawing up job/person specifications	Selection Panel	Selection Panel
Drawing up and placing advertisements	Selection Panel	Selection Panel
Arranging for shortlisting of candidates	Selection Panel	Selection Panel
Interviewing candidates	Selection Panel	Selection Panel
Selection of candidate to be recommended to FGB	Selection Panel	Selection Panel
Appointment of Headteacher, Assistant Headteacher or Deputy Headteacher	FGB	Selection Panel
Decide whether to give advisory rights to the Local Authority &/or Diocese	FGB	Selection Panel
Ensure at least one person on the Selection Panel for leadership appointments has completed Safer Recruitment training	FGB	Selection Panel
 Recruitment & Appointment of Teaching & Non-Teaching Staff		
Strategies for presenting school to potential members of staff	HT	HT
Drawing up job/person specifications	HT	HT
Drawing up and placing advertisements	HT	HT
Arranging for shortlisting of candidates	HT	HT
Interviewing candidates	HT	HT
Ensure Safer Recruitment requirements are met	HT	HT
Selection of candidate to be recommended to FGB	HT	HT
Appointment of staff	HT	HT
Arranging for carrying out of administrative aspects of appointments procedures	HT	HT
 Induction		
Deciding on forms of induction programmes for new members of staff	HT	HT
 Staffing Structure & Staff Deployment		
Determining staff complement & number of posts to be filled including the appointment of a SENCO	FGB	HT
Review of staffing structure & planning overall strategy for staff deployment in teaching, non-teaching, full & part-time posts	HT	HT
 Leave of Absence		
To authorise staff leave of absence, where requested	HT	HT
To authorise leave of absence HT or AHT, where requested	FGB	FGB
To approve implement a Leave of Absence Policy	HT	HT

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Topic	<i>Who has responsibility?</i>	<i>Who does the work?</i>
Secondment & Early Retirement		
To approve applications for secondment & early retirement	FGB	FGB
Staff Continuing Professional Development		
Deciding on strategies for the continuing development of staff for their own and the school's benefit	FGB	HT
Monitor the impact of CPD on staff performance against SDP objectives	FGB	HT
Performance Management		
To formulate & implement an Appraisal Policy	HT	HT
Nominate governors to conduct the headteacher's performance management & to appoint an External Adviser to assist with the Headteacher's performance management	FGB	FGB
Consider reports from headteacher on the effectiveness of the Appraisal Policy, including anonymised impact on quality of teaching & learning	FGB	FGB
School Development Plan		
Monitor progress/impact of staffing-related school development priorities	FGB	HT
Monitor progress/impact of finance, premises, land or capital-related school development priorities	FGB	FGB
Supply cover		
Deciding on a policy for the use of supply cover	HT	HT
Remuneration		
Setting up a Pay Panel to oversee staff and headteacher pay	FGB	FGB
To determine which functions are to be delegated to the pay panel/headteacher	FGB	FGB
To annually review the impact of and implementation of the Pay Policy and agree the total pay award following recommendation from pay panel.	FGB	FGB
To agree any pay award for the Headteacher following recommendation from the Headteacher Performance Management Panel.	FGB	FGB
Deciding on a pay policy applying to all members of staff, involving criteria to be used and procedures to be followed	FGB	HT
Deciding on pay discretions, where appropriate	Pay Panel	Pay Panel
To determine dismissal / early retirement payments	Pay Panel	Pay Panel
Procedures		
Adopting CES Procedures and/or the Local Authority's Personnel Procedures as the committee sees fit, such procedures to be applied to all members of staff	FGB	FGB
Approve a statement of procedures (Staff Safety Policy) for dealing with allegations of abuse against staff	HT	HT

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Topic	Who has responsibility?	Who does the work?
Staffing Panels Setting up staffing panels, as required, to deal with the following:	FGB	FGB
Grievance - To hear employees' grievances as provided for in the Grievance Procedure		
Discipline - To hold disciplinary hearings as provided for in the Disciplinary Procedure		
Capability - To hold capability hearings as provided for in the Capability Procedure		
Probation – To hold probationary hearings as provided for in the Probationary Procedure		
Termination of Employment - To hear early retirement, ill health/attendance, redundancy, and proposed dismissals for "some other substantial reason" cases, as provided for in the Termination of Employment Procedure	FGB	FGB
Appeals - Setting up an appeals panel as provided for under Personal Procedures.	FGB	FGB
Arranging to notify the Governing Body of :		
• decisions of the above panels in relation to discipline, grievance, termination of employment, and appeals	FGB	FGB
• decisions of the headteacher in relation to discipline, grievance and capability.	HT	HT
Headteacher Suspension or Dismissal		
To consider parental complaints against the headteacher	Chair of GB	Chair of GB
To consider & determine whether to dismiss or suspend the headteacher	FGB	FGB
To consider & determine whether to end a period of suspension	FGB	FGB
Staff Suspension or Dismissal		
To consider & determine whether to dismiss or suspend a member of staff	HT	HT
To consider & determine whether to end a period of suspension	HT	HT
To hear appeals against an initial dismissal decision	Appeals FGB	Appeals FGB
<u>FINANCE</u>		
School Budget		
Identifying priorities with reference to the School Development Plan & staffing structure	FGB	HT
To approve the first formal budget plan in each financial year;	FGB	FGB
Agree end of year budget rollover	FGB	FGB
To decide upon annual allocations and planning for solvency	FGB	FGB
To monitor the school expenditure against the Budget	FGB	HT
Deciding upon format (reviewed annually) and appropriateness of financial monitoring statements	FGB	HT
Ensuring Best Value & agreeing an annual statement of Best Value	FGB	SBM

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Topic	Who has responsibility?	Who does the work?
Ensuring the budget is spent only for school purposes	FGB	SBM
Complete and return the Financial Value Standards (SFVS) annually	FGB	SBM
Considering annual benchmarking data & analyse outcomes	FGB	SBM
Deciding upon major virements in connection with annual allocations and in-year budget variations, greater than 5% of the original budget item	FGB	FGB
Deciding upon minor virements in response to need during course of year (to be reported to Finance task force each term)	HT	HT
Monitoring and identifying areas of overspend/underspend in course of, or at end of, financial year	FGB	SBM
Monitor adequacy of financial management competency amongst staff & governors	FGB	FGB
Collating information and presenting financial reports to the Governing Body	FGB	SBM
Reconciliation of Information	HT	SBM
Checking elements of budget information received from LA including monitoring income & expenditure reports & approving returns required by LA	SBM	SBM
Seeking clarification and initiating enquiries	SBM	SBM
Ensure all required finance policies & procedures are in place & implemented	FGB	HT
Receive, and where appropriate respond to, reports from LA Auditors	FGB	FGB

For expenditure NOT allocated in the School Budget the following spending limits shall apply:-

The headteacher may spend up to £1,500 per transaction upon his/her own authority;

The Finance task force must authorise expenditure between £1,501 and £5,000 per transaction;

The FGB must authorise expenditure above £5,000 per transaction.

Supplier Management

To enter into contracts for the provision of supplies, equipment and services;	HT	SBM
To put out to tender appropriate contracts in accordance with the Financial Policy Document	HT	SBM
To discharge payments for the provision of supplies, equipment and services	HT	SBM
Researching /negotiating terms with suppliers	HT	SBM
Designating signatories for authorising orders & payments (including cheques)	HT	SBM
Formulating a policy on receiving quotes and on tendering.	HT	HT
Review contracts & services due for renewal	FGB	SBM
Approve & review ordering & payment systems	FGB	SBM

Funding, Grants & Income Generation

Planning and initiation revenue generation activities	FGB	FGB
Submission of applications for funding from Local Authority, Central Government or other sources of Capital Funds	FGB	HT

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Topic	<i>Who has responsibility?</i>	<i>Who does the work?</i>
Audit grant funding & expenditure to ensure it is allocated, spent & reported in accordance with the terms of the grant	FGB	HT
Capital Funding		
Deciding upon capital funded projects	FGB	FGB
Budgeting for Capital funded project to ensure solvency	FGB	FGB
Management & investment of capital funds	FGB	FGB
School Fund		
Annually appoint an auditor to conduct an audit of the School Fund	FGB	FGB
Receive an annual report on the audited accounts of the School Fund	FGB	FGB
Governors' Allowances		
Formulate & keep under review a Governors' Allowances Policy	HT	HT
Agree budget allocation for governor training & evaluate the impact of spending	FGB	FGB
<u>PREMISES</u>		
Asset Management		
Developing a school buildings strategic plan & contributing as required to the Local Authority, Diocesan or school Asset Management Planning Arrangements	FGB	FGB
Formulating long term strategy for phased initiatives aimed at improving & enhancing the standard of school premises, including liaising with the Diocese to make bids for SCA funding	FGB	HT
Procurement & Maintenance		
Procuring and maintaining of buildings, including additional land	FGB	FGB
Developing & maintaining a properly funded maintenance plan	FGB	FGB
Planning programmes of priorities aimed at establishing standards of good practice in achieving acceptable levels of repairs and maintenance of school premises	FGB	HT
Maintaining an overview of the general condition of the whole school site; Carrying out a condition survey & arranging for regular monitoring of the condition of the site and premises, including updating original survey	FGB	HT
Investigating needs & making recommendations relating to major & minor repairs	FGB	HT
Seeking advice & liaising with LA &/or Diocese, where appropriate, on proposals for work to be carried out	FGB	HT
Health and Safety		
Approve the Health & Safety Policy & monitor its implementation	FGB	FGB
Ensure effective record keeping relating to health, safety & safeguarding responsibilities, including maintenance of central record of recruitment & vetting checks	HT	SBM

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Topic	<i>Who has responsibility?</i>	<i>Who does the work?</i>
Undertaking Risk Assessments to identify deficiencies that could affect health & safety of persons in the school; Identifying to whom the responsibility falls for remedying any defects (school/LA/Diocese)	FGB	FGB
Making recommendations and/or initiating action to resolve defects	FGB	FGB
Updating Fire Safety Procedures	FGB	SBM
Ensure all Food Safety procedures are followed and updated for food preparation and serving in the Kitchen and Dining Room areas.	FGB HT?	SBM
Insurance		
Establishing the extent of cover provided for buildings, contents & personal liability insurance	SBM	SBM
Researching, recommending & initiating any additional cover that may be required	FGB	FGB
Lettings		
Deciding upon the school's lettings policy & charges in accordance with LA guidelines	HT	HT
Carrying out procedures & collecting income	HT	SBM
Disposals		
To determine & implement a policy on the disposal of assets limited to fixtures & fittings but excluding land & school buildings	HT	HT
DATA PROTECTION & GDPR		
Approve GDPR and Data Protection policies, including such other policies relating to the confidential storage, use, sharing, maintenance & disposal of confidential information, and ensure compliance at all times	HT	HT
Record, act upon and rectify breaches of GDPR and Data Protection policies, including seeking external advice where appropriate	FGB	HT
<u>MISSION, VISION & LEARNING</u>		
National Curriculum		
To approve the curriculum to be delivered including areas to be covered and any changes to be implemented	FGB	HT
Ensure that the September 2021 statutory requirements for Early Years Foundation Stage are implemented	FGB	HT
Religious Education Curriculum		
To ensure standards of achievement in RE are no less than in other curriculum subjects; that there is monitoring for and evidence of progression in RE that strategies are in place to ensure there is sufficient challenge and scope in the RE curriculum to meet the learning needs of pupils with differing abilities, e.g. more able and SEN learners	FGB	HT

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Topic	<i>Who has responsibility?</i>	<i>Who does the work?</i>
Decide upon the scheme of work to be used for Religious Education and to consult with the Diocesan RE Adviser for that purpose	FGB	HT
Establish a framework for monitoring and reporting to the Governing Body on the implementation of the RE curriculum; and arranging for ways in which the Body can be informed fully upon the variety of teaching strategies employed, resources used and learning environments provided to deliver and enhance RE curriculum	FGB	HT
To strive to ensure that RE occupies 10% of allocated teaching time	FGB	HT
To ensure adequate RE induction & training for new &/or non-specialist staff; and to provide continuing professional development opportunities for all staff	FGB	HT
To ensure the learning environment bears witness to the school's vision, ethos and Mission Statement, and reflects the school's Catholic distinctiveness	FGB	HT
Sex Education		
Deciding on the school's policy for providing Sex Education for pupils at the school having due regard to moral considerations and to family life and to the teaching of the Diocesan policy for Sex Education in Catholic schools and to establish and keep up to date a written policy	FGB	HT
Monitoring and Reporting Strategies		
Deciding on the monitoring and reporting strategies to be used which will:		
• allow the Governing Body to be sufficiently informed to enable it to fulfil its statutory duty	FGB	HT
• ensure that the National Curriculum is being followed throughout the school	FGB	HT
• ensure that climate agenda is included in the National Curriculum teaching as appropriate	FGB	HT
Formulation, approval and monitoring of curriculum policies		
Formulating, establishing & implementing curriculum policies and principles	HT	HT
To consider evidence and impact of curriculum policies and to monitor their implementation	FGB	HT
To agree or reject curriculum policies and to ensure they are reviewed every other year, or every year, where necessary	HT	HT
School Development Plan		
Review the priority areas to be included in the SDP and ensure the SDP is shared with the Full Governing Body	FGB	HT
Standards of Achievement		
Monitoring and reviewing information on pupil performance, including value added and benchmarking data in order to evaluate the school's performance against agreed targets, including sports standards.	FGB	HT

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Topic	<i>Who has responsibility?</i>	<i>Who does the work?</i>
Evaluate the impact of the allocation of Pupil Premium Funding on overcoming barriers to Learning	FGB	HT
Relationships & Behaviour		
Formulating, establishing & implementing policies relating to spiritual, moral, social and cultural development; and at least annually to consider and evaluate the impact upon the school of those policies	FGB	HT
Deciding on a policy which will provide a framework within which all members of staff can work to create an acceptable level of behaviour from all members of the school community	FGB	HT
Ensure that any scheme of rewards and sanctions reflects the values of our Mission Statement in that they promote self-esteem, dignity and respect	FGB	HT
Ensure opportunities are provided for the views of pupils of all abilities to be provided and considered, e.g. through the School Council; and to provide leadership opportunities as the pupils progress through the school, e.g. school prefects, etc	FGB	HT
Build upon and nurture links with parents & carers, the Parish, the Diocese & the wider community including national & international charities to promote the ethos and vision of the school, including supporting & promoting the work of the Parents & Friends Association	FGB	HT
Follow statutory exclusions guidance (applicable from September 2012)	FGB	HT
Target Setting		
Agree challenging targets for pupil achievement / attainment, ensuring they are based on outcome of robust data analysis	FGB	HT
Resources		
Deciding on level of resources to be deployed in various curriculum areas within the overall structure of the School Development Plan	HT	HT
Pupil Premium		
Evaluate the impact of the allocation of Pupil Premium funding on overcoming barriers to learning	FGB	HT
Sport Funding		
Evaluate the impact of the allocation of Primary School Sport Funding in improving the quality and breadth of PE and sport provision	FGB	HT
Information		
Arranging for ways in which the governing body can be fully informed about the variety of teaching strategies employed, resources used and learning environments provided to ensure that all children have access to a high standard of education throughout the school	FGB	HT

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<i>Topic</i>	<i>Who has responsibility?</i>	<i>Who does the work?</i>
Safeguarding		
Formulating and implementing safeguarding policies and procedures including reviewing at least annually the impact of those policies	FGB	HT
Designating a senior staff member and nominating a named governor with specific responsibility for Child Protection	FGB	HT
To ensure staff & governors have opportunities to undertake safeguarding training, including in relation to E-safety & safer recruitment	FGB	HT
To ensure all new staff undergo appropriate safeguarding induction training upon appointment	HT	HT
Reviewing pupil attendance at least annually and exploring ways to support pupils and their families to facilitate attendance, including arriving at school on time	FGB	HT
To undertake a Child Protection audit annually & to formulate an Action Plan, where appropriate, to be included in the School Development Plan	FGB	HT
Provide a biannual report to governors on Child Protection & safeguarding issues	HT	HT
Ensure effectiveness of record keeping related to health, safety & safeguarding	FGB	HT
Ensure the PSHE curriculum provides adequate opportunities for all pupils to develop the skills and confidence they need to be safe from harm & to foster an environment within the school that promotes safety, self-worth and respect, including opportunities for pupils to speak to staff in confidence	FGB	HT
Looked After Children		
Ensure that school policy & procedure for looked after children are consistent with statutory guidance	FGB	HT
Designate a responsible person for looked after children	FGB	HT
Extra-curricular Activities		
Deciding on which activities the school will offer as extra-curricular options (including peripatetic teachers) and to which year groups or individuals.	HT	HT
Admissions		
To review admission arrangements & to make recommendations to the Governing Body upon any changes to the school's admissions policy	FGB	FGB
To consult annually or as required before adopting an admissions policy	FGB	FGB
To determine, taking into account statutory provisions, the planned admission number for any year group(s) within the school	FGB	FGB

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<i>Topic</i>	<i>Who has responsibility?</i>	<i>Who does the work?</i>
Special Educational Needs		
Arranging for one member of the governing body to have specific responsibility for overseeing the school's provision for children with special educational needs	FGB	FGB
Report to parents annually on the provision provided to pupils with SEN	FGB	HT
Prayer Life & Collective Worship		
Ensure the development of the Catholic ethos throughout the school	FGB	HT
Ensure arrangements for daily acts of worship within the school which are in accordance with the teaching of the Catholic Church	FGB	HT
Provide areas in and around the school displaying evidence of our faith at work to which all pupils can contribute; and to provide areas for quiet reflection by both staff and pupils	HT	HT
Determine the way in which pupils should be prepared to receive the Sacraments	HT	Parish
Leadership		
Decide upon & implement appropriate succession planning arrangements, for the head teacher, the senior management team and the Governing Body	FGB	FGB
Provide opportunities for personal self-development for all staff, including an annual Catholic retreat for the head teacher	FGB	HT
Hold leadership to account for staff and pupil wellbeing, and support the wellbeing of Senior Leadership Team members	FGB	HT
Ensure the Governing Body is represented at the Diocesan Wiltshire sub-committee meetings	FGB	HT
Off-site Activities		
Approve off-site visits & activities of up to one day	HT	HT
Approve off-site visits & activities of more than 24 hours or which involve a hazardous pursuit or journey by sea or air	FGB	HT
Extended Schools		
To review provisions & impact of additional services	FGB	HT
Provision of School Meals		
Ensure school meets national school food standards (in force from Jan 2015)	FGB	HT
Ensure provision of free school meals to those pupils meeting the eligibility criteria, including Universal Infant School Meals	HT	HT

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FINANCE MONITORING GROUP

PURPOSE OF THE COMMITTEE

To ensure the proper management of the school's financial resources and report to the Governing Board.

TERMS OF REFERENCE

A group of governors or an individual will be assigned to strategically monitor the financial management of the school on behalf of the Board. They will statutorily report back their findings to the Board. The finance governors do not have any financial authorisation for spending any delegated monies on behalf of the Board.

A minimum of six monitoring visits should be made each year, ensuring all financial questions and answers are captured within the subsequent report to enable collective decision making. The expectation is for three monitoring visits to be in depth and three lighter touch. The visits and reports should include monitoring of the following:

- To maintain an up to date 'balanced' three-year budget plan, which shows clear links to the 'School Development and 'Staffing' plans. Any recovery plan for budget with a deficit must be monitored for implementation and impact.
- To monitor the impact of the costed School Development Plan in relation to the budget spend.
- To undertake three monitoring visit reports on the financial monitoring and rollover to the full Board, highlighting any significant variances and their impact on the three-year budget plan. This is alongside the financial operational leads budget monitoring sheet and accompanying commentary.
- To evaluate any virement recommendations and report for Board for decision making against limits in the agreed finance policy.
- To evaluate and recommend the annual budget for approval to the Board
- Analyse, report and recommend on purchases and tenders for contract services above £5,000 for Board decision.
- To keep in-school financial procedures under review.
- To benchmark school financial performance against similar schools and report to the Board.
- To evaluate proposed expenditure as set out within the delegated limits following recommendations from the Head Teacher and present to the Board for approval.
- To review the Schools Financial Value Standard (SFVS) following discussions with the SBM, for Board approval before the required submission date.
- To monitor and report to the Board on any SFVS remedial actions to ensure they are cleared within specified deadlines.
- To monitor, audit and evaluate all school policies and procedures related to fraud and report to the Board.
- To evaluate the school budget monitoring sheets three times a year (SFVS/audit requirements) in discussion with the SBM and report to the Board.
- To be strategically actively engaged in monitoring value for money and report back any recommendations to the Board to ensure effective financial resources and efficiencies to maximise pupil outcomes.
- To monitor benchmarking both locally and nationally and report to Board.

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- To monitor and evaluate the management of the Voluntary Fund, receive the audited accounts and report to the Board. This will be carried out by a governor who has no control or influence over these fund and will be further audited by a governor from outside the finance monitoring group.
- To monitor the spend of extra funding such as pupil premium, and sports premium, ensuring its use has impact.
- Ensure annual Governor financial skills audit is undertaken and evaluated.
- Review the business continuity plan making recommendations to the Board.
- To ensure compliance with the LA scheme for financing schools and report to the Board
- Review compliance audit reports, ensuring the board follows recommendations and actions.
- To make regular reports to the Board and ensure that all Board financial decisions are recorded correctly in the Board minutes.

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PAY PANEL

The Pay Panel is established to review the pay of each member of staff, award increments as appropriate and advise them of the outcome accordingly, in accordance with the school's procedure.

TERMS OF REFERENCE

<i>Composition & Membership</i>	Three non-staff Governors (minimum) Head Teacher (in an advisory capacity except when discussing the head teacher's pay)
<i>Disqualification</i>	Members of staff at the school
<i>Restrictions on persons taking part in proceedings</i>	Any governor where there may be a pecuniary interest or conflict of interest
<i>Quorum</i>	3 Non-Staff Governors
<i>Chair</i>	Elected by the committee
<i>Frequency of Meetings</i>	As required
<i>Minuting & Reporting</i>	Panel Member
<i>Areas of responsibility & delegated decision making powers</i>	See delegations listed below

FUNCTIONS OF THE PAY PANEL

- To review, on an annual basis, the pay of each member of staff, award increments as appropriate, as delegated within the Pay Policy, and advise them of the outcome accordingly;
- To ensure any records or minutes relating to the pay panel will be carefully safeguarded and kept confidential
- To minute clearly giving the reasons for all decisions and report these decisions to the next full governing body meeting as a confidential item to be received;
- To seek professional advice from the Local Authority, Diocesan Authority or others, as necessary;
- To attend relevant training as appropriate.

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PAY APPEALS PANEL

The Pay Appeals Panel is established to consider any appeals in respect of staff pay in accordance with the school's procedure.

TERMS OF REFERENCE

<i>Composition & Membership</i>	Three non-staff Governors (minimum) Head Teacher (in an advisory capacity except when discussing the head teacher's pay) Members cannot have been on the previous pay panel.
<i>Disqualification</i>	Members of staff at the school
<i>Restrictions on persons taking part in proceedings</i>	Any governor where there may be a pecuniary interest or conflict of interest
<i>Quorum</i>	3 Non-Staff Governors
<i>Chair</i>	Elected by the committee
<i>Frequency of Meetings</i>	As required
<i>Minuting & Reporting</i>	Clerk to the Governing Body
<i>Areas of responsibility & delegated decision making powers</i>	See delegations listed below

FUNCTIONS OF THE PAY APPEALS PANEL

- To carry out any appeal review in accordance with the school's Pay Policy;
- To ensure any records or minutes relating to the pay appeals panel will be carefully safeguarded and kept confidential
- To minute clearly giving the reasons for all decisions and report these decisions to the next full governing body meeting as a confidential item to be received;
- To seek professional advice from the Local Authority, Diocesan Authority or others, as necessary;
- To attend relevant training as appropriate.

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HEAD TEACHER PERFORMANCE MANAGEMENT PANEL

- As a point of best practice to meet annually before the 31 December each year with the Head Teacher and a board appointed, suitably experienced, qualified and independent external adviser to assist the panel for advice and support on the Head Teacher appraisal and to consult that adviser on setting objectives for the Head Teacher. In following best practice, the Head Teacher appraisal will be the first staff appraisal performed to enable Head Teacher objectives to be reflected within other whole school staff performance management objectives to drive the school forward.
- Inform the Head Teacher of the standards against which their performance will be assessed.
- To review, in consultation with the independent external advisor, the performance of the Head Teacher against the agreed appraisal objectives.
- To determine the recommendation on pay progression for approval by the board.
- To consult with the independent external advisor to set challenging but achievable headteacher appraisal objectives for the coming year ensuring they are specific, measurable, attainable, relevant and time-bound (SMART).
- Objectives should as far as possible be reached by agreement. However, where a joint determination cannot be made the HTPM panel will make the determination, following consultation with the external adviser, with the provision for the Head Teacher to record any disagreement if required.
- To prepare and agree the Head Teacher appraisal review statement, and report to the Board the completion of the process.
- To make recommendations to the Board in respect of pay progression.
- To monitor through the year, including a mid-year review meeting, the performance of the Head Teacher against the agreed objectives and to ensure that appropriate support and development opportunities are provided.

Where serious weaknesses are identified in the Head Teacher's performance then this procedure should cease and the issues will be managed within the school's formal capability procedure.

The appraisal process will be recommenced when the Head Teacher's performance has reached the required standard.

Neither the Head Teacher nor staff governors may serve on this group.

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ADMISSIONS

TERMS OF REFERENCE

<i>Composition & Membership</i>	3 Governors
<i>Chair</i>	Governor
<i>Frequency of Meetings</i>	As required
<i>Minuting & Reporting</i>	Committee member unless clerked [* When applications for admissions are being determined the Committee must be clerked by the Clerk to the Governing Body.]

Areas of responsibility & delegated decision making powers

To determine, within statutory provisions and the Governing Body's admissions policy, whether any child should be admitted to the school

Arrangements for monitoring, evaluation and review

Responsible committee for monitoring & evaluation:	FGB
Policy reviewed by:	FGB
Policy review & approval date:	1 December 2022
Next review date:	October 2023

Signature of Chair of Governors:

“Walking in the footsteps of Jesus, loving and serving together”

APPENDIX 1

Terms of Reference for Link Governor or Task Forces

Any individual to whom a governor monitoring responsibility has been delegated is expected to work within the following terms of reference in conjunction with the protocols and procedures set out in the Governor Visits Policy and the Board Code of Conduct.

It is a statutory duty in legislation to report back at the next meeting following a monitoring visit. From legislation for LA schools, Circle Model individual governors do not have any financial responsibility or powers for authorising any school spending amounts on behalf of the Board. A delegated governor or task force has the responsibility to hold the school and Head Teacher to account for the areas delegated and report back in writing to the Board to enable further scrutiny. The Board has the responsibility to ensure the individual governor/task force are fulfilling their roles.

To monitor an identified area on the School Development Plan or a DfE identified function of the Board and report back to the Board, ensuring all the constructive challenge which would have taken place in a committee is captured and evidenced within the written report. It is expected that six monitoring visits will be made to the school during the year by each link governor, unless school circumstances necessitate more, and finance in order to meet SFVS/audit requirements. The expectation is for three monitoring visits to be in depth and three lighter touch. Not all visits necessarily have to take place during the time when students/pupils are in school and could be just as effective as a meeting between governor(s) and the lead professional at the end of the day as mutually agreed. Governors will follow DfE guidance in relation to performing their monitoring roles. This may include the need to consider monitoring virtually.

Individual/Task Force Responsibilities:

- To meet with the lead professional within the school to gain an understanding of the scope of the area/target and the activities the school is conducting to achieve success.
- To ensure full understanding of the delegated role.
- To ensure holding to account by key questions asked against the statutory regulations, with answers documented.
- To ensure holding to account by the questions which would have been asked as part of a committee meeting are undertaken within the visit with the answers documented and reported back to the Board as part of the next meeting supporting papers.
- To ensure any Board meeting follow up actions are completed and documented.
- To undertake any necessary training (in or out of school) to enable effective monitoring of the areas/subject.
- To monitor the progress of school activities towards the priority milestone or statutory duties.
- To evaluate the extent of success at the end of the set timescale.

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All visits to the school will be arranged with reference to the Head Teacher and in accordance with the Governor Visits Policy.

Reports will be submitted for factual check and comment by the Head Teacher and the Chair within one week of the visit, and then be lodged with the Clerk of Governors for distribution as soon as possible, at least seven days before the next Board meeting.

The following delegated DfE identified governor roles need to be appointed by the Board.

- Safeguarding
- SEND / Disadvantaged Pupils
- Health & Safety
- Finance

Before undertaking any monitoring, governors will read the Governor Visits Policy, the Board Code of Conduct, and the school Staff Code of Conduct.

Having delegated governors does not reduce the collective accountability of the Board for all its functions. The Board will need to ensure that its agenda and reporting mechanisms enables ALL Board members to have a collective strategic overview for all delegated monitored areas to enable accountability and effective informed decision making.