

## St Luke's CE Primary School Link Governors

Summary of Roles					
Area Of Responsibility	No. of Govs	Name of Governor	Liaising with	Reporting to	Policy input
<b>Child Protection &amp; Prevent</b>	1	Alix Turner	SEN Link Governor/ Vulnerable Groups Link Governor/ Progress & Attainment Link Governor/ Child Protection Staff Co-ordinator/ Safeguarding Staff Co-ordinator/ SENCO/ Headteacher/ LA Governor Support	Governing Body/ Learning & Teaching/ Resources	Child Protection Policy, Safeguarding Policy, Safer Recruitment Policy, Central record of recruitment and vetting checks
<b>SEN &amp; Looked After Childre</b>	1	Ann Holdcroft	Child Protection Link Governor/ Vulnerable Groups Link Governor/ Progress & Attainment Link Governor/Child Protection Staff Co-ordinator/ Safeguarding Staff Co-ordinator/ SENCO/ Headteacher/ LA Governor Support	Full Gov body/ Learning & Teaching/ Resources	Special Educational Needs Policy, Accessibility Plan
<b>Pupil Behaviour</b>	1	Richard Hall	Child Protection Staff Co-ordinator/ Safeguarding Staff Co-ordinator/ SENCO/ Headteacher/ LA Governor Support	Full Gov body/ Learning & Teaching/ Resources	School Behaviour Policy, Anti-bullying Policy, Healthy Eating Policy, Sex Education, Behaviour Principles Written Statement, Home School Agreement
<b>Vulnerable Groups</b>	1	Dan Handforth	Child Protection Link Governor/ SEN Link Governor/ Progress & Attainment Governor/ LA Governor Support/Gifted & Talented Staff Co-ordinator/Free School Meals Staff Co-ordinator/ Looked After Children Staff Co-ordinator/ Pupil Premium Staff Co-ordinator	Full Gov body/Learning & Teaching/ Resources	Pupil Premium Policy, Equality Information & Objectives Statement, Free School Meals Policy, Looked After Children Policy, Accessibility Plan
<b>Literacy &amp; Numeracy</b>	1	Sue Gibbons	Staff Literacy & Numeracy Leads/Headteacher	Full Gov body/ Learning & Teaching	Teaching & Learning, Curriculum Plans
<b>Curriculum</b>	1	Jo Deavall	Relevant Staff Lead/ Headteacher	Full Gov body/ Learning & Teaching	Teaching & Learning, Curriculum Plans
<b>Progress Attainment &amp; Pupil Premium</b>	1	Ian Dicksee	Child Protection Link Governor/ SEN Link Governor/ Vulnerable Groups Link Governor/ Headteacher	Full Gov body/Learning & Teaching	Teaching & Learning, Curriculum Plans, Marking & Evaluation Policy
<b>Communication &amp; Engagement</b>	1	Jo Sproston	Headteacher/Governor Forum/local schools	Full Gov body/Teaching & Learning/ Resources	Communication & Engagement Policy, Complaints Policy, Freedom of Information Policy
<b>Faith</b>	1	John O'Rourke	Headteacher/Rev Alan Betts/Diocese Representative	Full Gov body/ Teaching & Learning/ Resources	Teaching & Learning, Curriculum Plans
<b>Regulatory</b>	1	Steve Jodrell & Dan Handforth	Headteacher/ LA Governor Support	Full Gov body/ Resources	Health & Safety Policy, Data Protection Policy, Freedom of Information Policy
<b>Finance</b>	1	Steve Jodrell	Headteacher/School Office Manager/LA Governor Support/LA Accountant/	Full Gov body/ Resources	

## Terms of Reference for Link Governor Roles

**N.B. On carrying out the role of a subject/aspect link governors, you should always remember that you are not acting as a teacher, nor an inspector, but as a source of support and as a critical friend to the school**

<b>Link Title:</b>	<b>Child Protection</b>
<b>Area of Responsibility:</b>	Child protection, e-safety, safeguarding, safer recruitment
<b>Duties:</b>	<ul style="list-style-type: none"> <li>• Try to attend any in-house/external training connected with the subject/aspect;</li> <li>• Meet termly with the child protection officer to consider how the policy is developing across the school;</li> <li>• Find out what the policy for child protection is, and how it works in practice.</li> <li>• Find out what are the national expectations for child protection in schools</li> <li>• Liaise with LA support and other relevant agencies to gain a greater understanding of the key features of child protection and the way policy is implemented;</li> <li>• Ask about the resources allocated to child protection and how these are being used effectively;</li> <li>• Find out about any local activities linked to child protection and ask how governors might help to support;</li> <li>• Be involved in the school's approach to informing parents and involve them in their support of the policy.</li> <li>• Report to governing body or committee meetings on the policy and implementation of it.</li> </ul>

<b>Link Title:</b>	<b>SEN</b>
<b>Area of Responsibility:</b>	Special educational needs
<b>Duties:</b>	<ul style="list-style-type: none"> <li>• Try to attend any in-house/external training connected with the subject/aspect;</li> <li>• Meet termly with the SENCO to consider how the policy is developing across the school;</li> <li>• Find out what the policy for SEN is, and how it works in practice.</li> <li>• Find out what are the national expectations for SEN in schools</li> <li>• Liaise with LA support and other relevant agencies to gain a greater understanding of the key features of SEN and the way policy is implemented;</li> <li>• Ask about the resources allocated to SEN and how these are being used effectively;</li> <li>• Find out about any local activities linked to SEN and ask how governors might help to support;</li> <li>• Be involved in the school's approach to informing parents and involve them in their support of the policy.</li> <li>• Report to governing body or committee meetings on the policy and implementation of it.</li> </ul>

<b>Link Title:</b>	<b>Pupil Behaviour</b>
<b>Area of Responsibility:</b>	Behaviour, bullying, attendance, healthy eating
<b>Duties:</b>	<ul style="list-style-type: none"> <li>• Try to attend any in-house/external training connected with the subject/aspect;</li> <li>• Meet termly with the Headteacher to consider how the policy is developing across the school;</li> <li>• Find out what the policy for pupil behaviour is, and how it works in practice.</li> <li>• Find out what are the national expectations for pupil behaviour in schools</li> <li>• Liaise with LA support and other relevant agencies to gain a greater understanding of the key features of pupil behaviour and the way policy is implemented;</li> <li>• Ask about the resources allocated to pupil behaviour and how these are being used effectively;</li> <li>• Find out about any local activities linked to pupil behaviour and ask how governors might help to support;</li> <li>• Be involved in the school's approach to informing parents and involve them in their support of the policy.</li> <li>• Report to governing body or committee meetings on the policy and implementation of it.</li> </ul>

<b>Link Title:</b>	<b>Teaching &amp; Learning</b>
<b>Area of Responsibility:</b>	Quality of teaching, current school development plan priorities
<b>Duties:</b>	<ul style="list-style-type: none"> <li>• Try to attend any in-house/external training connected with the subject/aspect;</li> <li>• Meet termly with the Headteacher to consider how the policy is developing across the school;</li> <li>• Find out what the policy for quality of teaching is, and how it works in practice.</li> <li>• Find out what are the national expectations for quality of teaching in schools</li> <li>• Liaise with LA support and other relevant agencies to gain a greater understanding of the key features of quality teaching and the way policy is implemented;</li> <li>• Ask about the resources allocated to quality of teaching and how these are being used effectively;</li> <li>• Find out about any local activities linked to quality of teaching and ask how governors might help to support;</li> <li>• Find out what the school development plan and the school's self evaluation form are and how they work in practice</li> <li>• Find out what are the national expectations for SDP and the SEF</li> <li>• Find out about the OfSTED inspection process and the school's last OfSTED inspection</li> <li>• Be involved in the school's approach to informing parents and involve them in their support of the policy.</li> <li>• Report to governing body or committee meetings on the policy and implementation of it.</li> </ul>

<b>Link Title:</b>	<b>Vulnerable Groups</b>
<b>Area of Responsibility:</b>	Free School Meals, Pupil Premium, Looked After Children, Gifted & Talented, Underperforming, Disabled children
<b>Duties:</b>	<ul style="list-style-type: none"> <li>• Try to attend any in-house/external training connected with the subject/aspect;</li> <li>• Meet termly with the SENCO and other relevant school subject leaders to consider how the policy is developing across the school;</li> <li>• Find out what the policies are, and how they work in practice.</li> <li>• Find out what are the national expectations are for schools</li> <li>• Liaise with LA support and other relevant agencies to gain a greater understanding of the key features of the subject and the way policy is implemented;</li> <li>• Ask about the resources allocated to the subject and how these are being used effectively;</li> <li>• Find out about any local activities linked to the subject and ask how governors might help to support;</li> <li>• Be involved in the school's approach to informing parents and involve them in their support of the policy.</li> <li>• Report to governing body or committee meetings on the policy and implementation of it.</li> </ul>

<b>Link Title:</b>	<b>Literacy &amp; Numeracy</b>
<b>Area of Responsibility:</b>	Teaching of literacy and numeracy in the school
<b>Duties:</b>	<ul style="list-style-type: none"> <li>• Try to attend any in-house/external training connected with the subject/aspect;</li> <li>• Meet termly with the subject leader to consider how the subject is developing across the school;</li> <li>• Find out what the policy for teaching the subject is, and how it works in practice.</li> <li>• Find out what are the national expectations of children's performance in the subject</li> <li>• Use visits to view lessons in that subject and gain a greater understanding of the key features of the subject and the way it is taught;</li> <li>• Ask about the resources allocated to the subject and how these are being used effectively;</li> <li>• Find out about any local activities linked to the subject and ask how governors might help to support;</li> <li>• Be involved in the school's approach to informing parents and involve them in their children's learning of the subject.</li> <li>• Report to governing body or committee meetings on the progress in the subject.</li> </ul>

<b>Link Title:</b>	<b>Curriculum</b>
<b>Area of Responsibility:</b>	All other subjects excluding literacy, numeracy and RE e.g. science, sports, languages, extra-curricular
<b>Duties:</b>	<ul style="list-style-type: none"> <li>• Try to attend any in-house/external training connected with the subject/aspect;</li> <li>• Meet termly with the subject leader to consider how the subject is developing across the school;</li> <li>• Find out what the policy for teaching the subject is, and how it works in practice.</li> <li>• Find out what are the national expectations of children’s performance in the subject</li> <li>• Use visits to view lessons in that subject and gain a greater understanding of the key features of the subject and the way it is taught;</li> <li>• Ask about the resources allocated to the subject and how these are being used effectively;</li> <li>• Find out about any local activities linked to the subject and ask how governors might help to support;</li> <li>• Be involved in the school’s approach to informing parents and involve them in their children’s learning of the subject.</li> <li>• Report to governing body or committee meetings on the progress in the subject.</li> </ul>

<b>Link Title:</b>	<b>Progress &amp; Attainment</b>
<b>Area of Responsibility:</b>	Assessment, data & tracking
<b>Duties:</b>	<ul style="list-style-type: none"> <li>• Try to attend any in-house/external training connected with the subject/aspect;</li> <li>• Meet termly with the Assessment Leader to consider how the policy is developing across the school;</li> <li>• Find out what the policy for is and how it works in practice.</li> <li>• Find out what are the national expectations are for progress and attainment in schools</li> <li>• Liaise with LA support and other relevant agencies to gain a greater understanding of the key features of progress and attainment and the way policy is implemented;</li> <li>• Ask about the resources allocated to the subject and how these are being used effectively;</li> <li>• Find out about any local activities linked to progress and attainment and ask how governors might help to support;</li> <li>• Analysis of school and child performance data to identify performance trends including SATS results</li> <li>• Use RAISE Online.</li> <li>• Find out how the school evaluates the work produced by pupils (marking/assessment)</li> <li>• Find out what are the national expectations for progress and attainment</li> <li>• Be involved in the school’s approach to informing parents and involve them in their support of the policy.</li> <li>• Report to governing body or committee meetings on the policy and implementation of it.</li> </ul>

<b>Link Title:</b>	<b>Communication &amp; Engagement</b>
<b>Area of Responsibility:</b>	Parental and pupil engagement, school communication & community links, e.g. school council, school newsletters, website
<b>Duties:</b>	<ul style="list-style-type: none"> <li>• Try to attend any in-house/external training connected with the subject/aspect;</li> <li>• Meet termly with the relevant subject leader to consider how the policy is developing across the school;</li> <li>• Find out what the policy for is and how it works in practice.</li> <li>• Find out what are the national expectations are for schools</li> <li>• Liaise with LA support and other relevant agencies to gain a greater understanding of the key features of the subject and the way policy is implemented;</li> <li>• Ask about the resources allocated to the subject and how these are being used effectively;</li> <li>• Find out about any local activities linked to the subject and ask how governors might help to support;</li> <li>• Find out what are the national expectations for schools</li> <li>• Be involved in the school's approach to informing parents and involve them in their support of the policy.</li> <li>• Report to governing body or committee meetings on the policy and implementation of it.</li> </ul>

<b>Link Title:</b>	<b>Diocese</b>
<b>Area of Responsibility:</b>	RE, Christian ethos, SIAMS
<b>Duties:</b>	<ul style="list-style-type: none"> <li>• Try to attend any in-house/external training connected with the subject/aspect;</li> <li>• Meet termly with the subject leader and Rev Alan Betts to consider how the subject is developing across the school;</li> <li>• Find out what the policy for teaching the subject is, and how it works in practice.</li> <li>• Find out what are the national expectations of children's performance in the subject</li> <li>• Use visits to view lessons in that subject and gain a greater understanding of the key features of the subject and the way it is taught;</li> <li>• Ask about the resources allocated to the subject and how these are being used effectively;</li> <li>• Find out about any local activities linked to the subject and ask how governors might help to support;</li> <li>• Find out what the school development plan and the school's self-evaluation form are and how they work in practice</li> <li>• Find out what are the national expectations for SDP and the SEF</li> <li>• Find out about the OfSTED inspection process and the school's last OfSTED inspection</li> <li>• Find out about the SIAMS inspection process and the school's last SIAMS inspection</li> <li>• Be involved in the school's approach to informing parents and involve them in their children's learning of the subject.</li> <li>• Report to governing body or committee meetings on the progress in the subject.</li> </ul>

<b>Link Title:</b>	<b>Regulatory</b>
<b>Area of Responsibility:</b>	Health & Safety, Fire Safety, Data Protection, Electrical Safety, Asbestos
<b>Duties:</b>	<ul style="list-style-type: none"> <li>• Try to attend any in-house/external training connected with the subject/aspect;</li> <li>• Meet termly with the Headteacher to consider how the policy is developing across the school;</li> <li>• Find out what the policy for is and how it works in practice.</li> <li>• Find out what are the national expectations are for schools</li> <li>• Liaise with LA support and other relevant agencies to gain a greater understanding of the key features of the subject and the way policy is implemented;</li> <li>• Ask about the resources allocated to the subject and how these are being used effectively;</li> <li>• Find out about any local activities linked to the subject and ask how governors might help to support;</li> <li>• Find out what are the national expectations for schools</li> <li>• Be involved in the school's approach to informing parents and involve them in their support of the policy.</li> <li>• Report to governing body or committee meetings on the policy and implementation of it.</li> </ul>

<b>Link Title:</b>	<b>Finance</b>
<b>Area of Responsibility:</b>	Budget/charging/financial standards/accounting
<b>Duties:</b>	<ul style="list-style-type: none"> <li>• Try to attend any in-house/external training connected with the subject/aspect;</li> <li>• Meet termly with the child protection officer to consider how the policy is developing across the school;</li> <li>• Find out what the policy for child protection is, and how it works in practice.</li> <li>• Find out what are the national expectations for child protection in schools</li> <li>• Liaise with LA support and other relevant agencies to gain a greater understanding of the key features of child protection and the way policy is implemented;</li> <li>• Ask about the resources allocated to child protection and how these are being used effectively;</li> <li>• Find out about any local activities linked to child protection and ask how governors might help to support;</li> <li>• Be involved in the school's approach to informing parents and involve them in their support of the policy.</li> <li>• Report to governing body or committee meetings on the policy and implementation of it.</li> </ul>

<b>These terms of reference were agreed by the Governing Body on:</b>	3/11/14
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<b>Date of next review:</b>	01/09/16
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