

LINK GOVERNORS FOR GREENBANK

The role of a link governor

This will vary according to the nature of the appointment, but in general, it involves:

- Making pre-arranged visits to the school, with a clear focus
- Keeping the governing board informed about the area for which they're responsible, and acting as a link between governors and staff
- Supporting the member of staff who is responsible for the particular area/subject
- Developing knowledge in the specialist area and taking part in relevant training
- Ensuring the school has relevant policies in place
- Monitoring the implementation of the school's strategy in the specialist area

Name of Governor	Link Role	Responsibility of Role	Link in School , Their Role and Contact Details
Vickie Hayes	Safeguarding Governor	<ul style="list-style-type: none"> • Monitor the Child Protection Policy, Staff code of conduct, policy for handling allegations against staff and volunteers, safeguard responses to children who go missing in education. • Make sure the school has appointed a DSL and: <ul style="list-style-type: none"> ○ Meet them regularly to make sure policies and procedures are effective ○ Make sure the DSL has sufficient time, resources and training to carry out their role effectively ○ Ask the DSL the right monitoring questions ○ Make sure the school has appointed a designated teacher to promote the educational achievement of looked after children ○ Make sure the curriculum covers safeguarding, including online safety ○ Update the governing board on how the monitoring is going ○ Make sure that checks for the single central record are happening – but note that they shouldn't do the checks themselves because a governor's role is strategic, not operational • The safeguarding link governor should: <ul style="list-style-type: none"> ○ keep the board up to date with statutory safeguarding and child protection guidance, including anything issued locally by your school's safeguarding partners ○ Inform the board whether it needs to make any changes (e.g. in light of new regulations) 	<p>Adele Gent- Jones Safeguarding and Pastoral Assistant Headteacher and DSL Lead (DSL –Designated Safeguarding Lead) gent-j_a.te@greenbankhigh.co.uk</p>

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Vickie Hayes	SEN and Disability	<ul style="list-style-type: none"> • The link governor will be monitoring arrangements that affect all pupils, as every pupil in a special school has SEN • The full governing board should take responsibility for the progress of pupils with SEN, monitoring the SEN funding and holding the Headteacher to account for the school's SEN provision • Understand the school's, and your board's, legal obligations and the context. • Using your best endeavours to make sure that pupils with SEND get the support they need • Making sure that pupils with SEND engage in activities alongside pupils who don't have SEND • Ensuring that there's a designated qualified teacher responsible for co-ordinating SEN provision (the SENCO) • Informing parents when the school is making special educational provision for a child • Publishing information on the school website about the implementation of your board's policy for pupils with SEND (the SEN information report) • Making sure there are arrangements in place in school to support pupils with medical conditions • Co-operating with the local authority in reviewing the provision that is available locally and developing the local offer • Understand the board's responsibilities under the SEND Code of Practice • Monitor and report on all aspects of SEND provision and the progress of pupils with SEND • Make sure the board is up to date about issues related to SEND and that it considers SEND in any budget discussions • Make sure your school is making reasonable adjustments in line with the Equality Act 2010 • Make sure your school has appointed a SENCO and they've received appropriate training • Meet regularly with the SENCO to discuss SEN provision, budget and resources 	<p>Helen Howe SENDCO & Deputy DSL howe_h.st@greenbankhigh.co.uk</p>
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<p>Vickie Hayes Nigel Clarke</p>	<p>Careers Education and Guidance</p>	<ul style="list-style-type: none"> • Review of expectations for the school • Monitor the careers provision, quality and frequency of careers interaction by pupils in school. • Subject delivery • Careers guidance linking with the School Improvement Plan and contributed to pupils learning. • Encourage community links and communication with local businesses and skill sets being looked for. • Review the impact of activities such as focus days, workshops and work experience. 	<p>Jo Edwards Careers Lead edwards_j.st@greenbankhigh.co.uk</p> <p>Chris Pritchard Assistant Headteacher prittcc.te@greenbankhigh.co.uk</p>
<p>Claire Buck Davina Aspinall</p>	<p>Governor Development</p>	<ul style="list-style-type: none"> • Helping the governing board identify its training needs • Encouraging individual governors to attend training courses and report back to the governing board • Providing relevant information to the governing board about training matters • Becoming a link for training and development between the governing board and the LA • Helping new governors settle in and make them aware of training opportunities provided by the LA and others • Assessing the training needs of individual governors. This includes: <ul style="list-style-type: none"> ○ New governors ○ Governors taking on new roles ○ Governors who need 'refresher' courses or updates ○ Encouraging governors to attend courses ○ Reviewing the balance between personal development and benefits for the governing board. For example, they should consider how information from courses is shared • Monitoring courses attended • Checking that all governors are receiving appropriate training and there is a good spread • Alerting the governing board to strategic training • Communicating with the governor training and support team regarding governors' needs • Providing governor feedback from courses • Helping with the induction of new governors 	<p>Anja Gouldbourne Clerk to Governors and Trust Board gouldbourne_a.st@greenbankhigh.co.uk</p>

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Sarah Knipe Vickie Hayes	Quality of Education	<ul style="list-style-type: none"> • Link with Pupil Premium • Link with SEND • Monitor the schools assessment system • Oversee implementation • Data analysis • Monitoring pupil progress and attainment 	Davina Aspinall Headteacher aspinall_d.te@greenbankhigh.co.uk
Vickie Hayes	Behaviour and Attitudes	<ul style="list-style-type: none"> • Within the 'behaviour and attitudes' judgement, Ofsted will want to see an environment where pupils feel safe, with zero tolerance for bullying, discrimination and peer-on-peer abuse. 	Adele Gent- Jones Safeguarding and Pastoral Assistant Headteacher and DSL Lead (DSL –Designated Safeguarding Lead) gent-j_a.te@greenbankhigh.co.uk
Sarah Knipe John Dempsey Petra Palmer	Personal Development	<ul style="list-style-type: none"> • As part of the 'personal development' judgement, Ofsted will be interested in whether your school promotes an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. • Link to SMSC - Evidence and knowledge of different faiths, ability to recognise right and wrong and the appreciation and understanding of a wide range of cultural influences. • Review extra-curricular activities offered by the school. • How curriculum subjects such as citizenship, RE, and others contribute to pupils' personal development • How well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature • How well leaders develop pupils' character through the education that they provide • The quality of debate and discussions that pupils have • Pupils' understanding of the protected characteristics and how equality and diversity are promoted • The quality of careers information, education, advice and guidance, and how well it benefits pupils in choosing and deciding on their next steps • Review curriculum maps ensuring they demonstrate integration of British Values and Online Safety. • Interaction of pupils 	Chris Pritchard Assistant Headteacher pritcc.te@greenbankhigh.co.uk

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		<ul style="list-style-type: none"> Ofsted will also make sure your school doesn't off-roll pupils, and instead has an inclusive culture that supports arrangements to: Identify early those pupils who may be disadvantaged or have additional needs or barriers to learning Meet the needs of those pupils to help them engage positively with the curriculum (your school may draw on specialist support where necessary) Make sure pupils have positive learning experiences and outcomes 	
Claire Buck	Leadership & Management	Finance	Davina Aspinall Headteacher aspinall_d.te@greenbankhigh.co.uk
Chloe Howard	Health and Safety	<ul style="list-style-type: none"> Lead of LGB health and safety responsibilities, but to keep the role strategic. Hold School Leaders accountable for completing the required health and safety checks or inspections. Complete site walks with the school Health and Safety Officer and be present for necessary inspections. Review any specific health and safety issues that were identified in prior inspections and check that any proposed solutions or mitigations are in place Check that any health and safety issues raised by your school development plan are being addressed and moved forward (for example, if new playground equipment is being installed) Look for specific issues raised by pupils, parents, staff or governors and see how they're being addressed Look at any other issue where the board is using your particular expertise for guidance For those identified issues, reassure yourself that: <ul style="list-style-type: none"> School leaders and staff are aware of the issue and appropriate risk assessments have been carried out The hazard has been mitigated as far as possible or reasonable The risks are at an acceptable level with mitigation 	Ged Whittle Health and Safety Manager whittle_g.st@greenbankhigh.co.uk
Nigel Clarke	ICT	<ul style="list-style-type: none"> ICT link governor's role is strategic and should be focused on ensuring that the school has the relevant policies in place, and that the school community is aware of and adheres to these. 	Jon Gardner Network Manager jon@greenbankhigh.co.uk

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| | <ul style="list-style-type: none"> • Be involved in drafting the school's ICT strategy, with a small working party of other governors and relevant staff members. • ICT governor's strategic role is to 'champion' the school's use of ICT, ensuring that the governing board recognises its importance and prioritises it when allocating resources. • Working alongside relevant staff members to promote the use and awareness of ICT among the parent community, and involve parents in their children's and the school's use of ICT. • Focus on establishing the benefit that each aspect of the school's ICT provision has for pupils. • Communicating with the school's ICT co-ordinator, and may want to ask the following questions: <ul style="list-style-type: none"> ○ What will be the impact of new equipment on outcomes for pupils? ○ Is new equipment actually necessary? ○ How is the ICT strategy linked to the school development plan? ○ How is ICT supporting teachers in the delivery of the curriculum? • The ICT link governor should focus on establishing the benefit that each aspect of the school's ICT provision has for pupils • Key aspect of the ICT link governor's role is to monitor the school's e-safety. This would involve; <ul style="list-style-type: none"> ○ Investigating the school's e-safety policy and whether it is being applied consistently ○ Looking at whether the policy covers both pupil and staff use of ICT ○ Learning about the school's rules for pupil use of ICT ○ Monitoring the development of ICT equipment including; <ul style="list-style-type: none"> ○ Documents are backed up and stored ○ Filters are used to restrict and grant access to certain systems ○ Software is updated – e.g. antivirus software ○ The school plans for equipment renewal or improvement ○ The school plans for the use of new technology, such as tablets • Monitor the school's ICT strategy through school visits | |
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		<ul style="list-style-type: none"> • Build on their own knowledge • Monitor the school's procedures in practice • Keep updated on any issues or incidents at the school 	
Claire Buck Helen Graham	Inclusion/ Equality	<ul style="list-style-type: none"> • Focusing on inclusion in terms of pupils rather than staff. • Monitoring whether your school provides equal access to learning and opportunities, and creates a welcoming and respectful environment for all pupils. • Act as the link between your board and staff and to report to the board on how your school. • Provides a happy, safe and secure learning environment in which everyone feels respected and cared for (this is likely to include wellbeing and mental health) • Inspires pupils by providing an exciting and challenging range of learning opportunities, where achievement is celebrated and valued • Values the involvement of the whole school community, encouraging and enabling all pupils to contribute positively • Equips all pupils with high levels of confidence and self-esteem and helps them develop life skills • Ensures all pupils have access to a broad and balanced curriculum • You'll also bring your more detailed knowledge of equality and inclusion to important decisions - for instance, about school improvement priorities and policy approval. <p>Key things to monitor might include:</p> <p>Attainment and progress, especially for:</p> <ul style="list-style-type: none"> ○ Pupils with SEND ○ Looked after children (LAC) ○ Pupil-premium eligible pupils ○ Pupils with English as an additional language (EAL) ○ The curriculum (how accessible/inclusive it is for all pupils) <ul style="list-style-type: none"> • The quality of resources and who has access to them • School values and culture (how pupils behave and feel - this also links to safeguarding) • Monitoring inclusion <p>You might do this through:</p> <ul style="list-style-type: none"> ○ Regular meetings with the subject lead ○ Visits to the school to see inclusion in action ○ Talking to pupils, parents and staff 	<p>Katy Robinson Headteacher robinson_k.te@greenbankhigh.co.uk</p>

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		<ul style="list-style-type: none"> ○ Reports from the subject lead ○ Reviewing policies with inclusion in mind 	
Sarah Knipe Sarah Ellis	Pupil Premium	<ul style="list-style-type: none"> • To ensure and monitor that Senior leaders have a clear idea of how pupils eligible for the pupil premium perform compared to others, and refer to assessment data (both recent and historic data) when making these comparisons • If pupil attainment is worse, to ask why this is the case and what is being done to address it • If monitor if there is an attainment gap and how funding is being used to stretch pupils further. • To evidence that senior leaders are able to outline how funding is used. For example, it could be spent on specific resources and intervention programmes. • To review the pupil premium provision map and relevant targets set with regards to pupil premium in the school improvement plan. • To monitor with Senior Leaders the specific areas of underperformance identified through assessment or other internal data. • Research and reports about what strategies help to close the attainment gap. Can use the assessment system to do this for all pupils eligible for the funding. • Analyse data • Arrange pupil progress meetings with teachers where there is concern or with the pupil premium lead to discuss as part of a monitoring visit. • When reviewing data to include tracking attendance, punctuality and behaviour of this group as well as attainment, and can see where they need to take action • To gain an understanding allowing the link governor to report to the LGB on pupil progress and attainment, to highlight increases in performance for eligible pupils compared to their peers, and to refer to internal or external assessment data to evidence this • To understand the school's annual impact statement, • Monitor pupil premium spending through the staff lead in school responsible. 	<p>Christina Cullen Assistant Headteacher Lead for Pupil Premium cullec.gk@greenbankhigh.co.uk</p>

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		<ul style="list-style-type: none"> To provide feedback and challenge when managing the provision map that identifies the needs of pupils that should be met and how funds have been allocated to meet the needs Tracking the progress of pupils eligible for pupil premium. The pupil premium funding is kept separate from general school resources so it can clearly be used as intended To ensure that Senior leaders can explain what the pupil premium policy covers and how it's put into practice The policy should covers: <ul style="list-style-type: none"> What the grant is for How it's used to support pupils How responsibilities regarding the pupil premium are distributed Senior leaders can explain the impact of the policy, pointing to concrete examples Assist with developing strategies to improve attainment for pupils eligible for the pupil premium set out in an action plan or school improvement plan Be able to provide a report to the LGB of an overview of the actions to be taken as discussed in visits with the staff lead and to summaries the expected outcomes and measures of success. In addition, to highlight how the outcomes will be monitored and identify the main challenges in the use of pupil premium, and how the school is working to overcome them. 	
John Dempsey	Arts Mark		<p>Petra Palmer Lead and Facilitator for the Arts Mark in School Head of Music Staff Governor palmer_p.te@greenbankhigh.co.uk</p>