All Saints' Church of England Primary School

Rooted in Faith, Growing Through Learning

All Saints' Board of Governors Scheme of Delegation

Committee Structure, Roles and Responsibilities and Terms of Reference
September 2026

Board of Governors
The Board meets 5 times a year, 4 main meetings and one to approve the Budget. Quorum is half the membership plus one. Minutes, agendas and items for pre-reading will be uploaded to Governor Hub at least 7 days in advance.

Committees

Each committee will comprise up to 9 governors and if appropriate associate members will be recruited to provide specific expertise or skills.

Quorum: the quorum for each Committee meeting is 5 governors, including the headteacher. The meeting will not take place unless the headteacher/their representative is present.

Meetings: each committee will meet at least once a term, ideally before the full Board of Governors Meeting, with other meetings arranged where needed. Sub-Committees usually meet once a year.

The **Admissions Sub-Committee** should comprise 4 governors, with a quorum of 3 governors, the fourth to act as reserve in case of absence, or conflict of interest, of one of the other governors.

The **Pay Sub-Committee** should comprise up to 5 governors with a quorum of 3 governors. One of the members (other than the HT) should also sit on the Resources Committee.

Responsibilities: all committees have the following responsibilities:

- Ensure that all actions are in the best interests of the children and maintain the highest level of Safeguarding.
- Keep their Terms of Reference under review
- Receive and consider information or reports from stakeholders relating to any matters that fall within the Terms of Reference
- Report to the Full Board Meeting
- Committee Chairs (working alongside the Clerk, if appropriate) must ensure that agendas, minutes and any pre-reading is uploaded to myDrive at least 7 days in advance of any meeting
- Consider recommendations from relevant external reviews, e.g. Audit, Ofsted, SIAMS, Local Authority or SDBE reviews; to agree the actions needed to address any issues identified and to monitor and regularly evaluate the implementation of any agreed plan, reporting or making recommendations to the Board of Governors.
- Keep in mind the school's Christian ethos and values and the Governors Code of Conduct
- Consider the views of pupils when making strategic decisions that will impact on them
- Consider the impact on equality: referencing the protected characteristics when making recommendations and when reviewing or drafting policy.
- Ensure that the Resources Committee is apprised of the financial implications of any decisions before they are implemented.
- To carry out any other reasonable and appropriate duties at the request of the Board of Governors.

Resources	Pupils	Sub Committees
Areas of Responsibility Finance Premises Health & Safety Leadership and Management Performance Management Staffing Staff Well-Being	**Areas of Responsibility** Curriculum Provision, including SMSC (Spiritual, Moral, Social and Cultural) development Attainment/Quality of Education/Pupil Performance Governor Visits including Subject Leader Links Complaints processes	**Pay Committee** **Chair:** Simon Oddie (CofG) Jo Ghosh (HT) Jacynth Bennett **Admissions** **Chair:** Simon Oddie (CofG) Rev Daniel Trott Jo Ghosh (HT) Kate Luscombe **Head Teacher's Appraisal** **Chair:** Simon Oddie (CofG) Rev Daniel Trott Jacynth Bennett Link Advisor
Membership **Chair:** Madeline Knights Simon Oddie (CofG) Lucy Manners (VCofG) Kate Innes Svanitha Barlow (Parent Governor) Jo Ghosh (HT) Eugenie Olding Vacancy Vacancy	**Membership** **Chair:** Kate Luscombe Simon Oddie (CofG) Janet Sharp (Staff Governor) Jacynth Bennett James Burn (Parent Governor) Aryan Jogiya Rev Daniel Trott Jo Ghosh (HT) Penny Seabrook	**Complaints** As needed **Pupil Discipline** As needed
Policies Charging and Remissions Lettings Governors Allowance Data Protection CCTV Health and Safety Critical Incident Plan Pupil Premium PE and Sports Premium Whole Staff Pay Policy Teachers Appraisal Policy Support Staff Appraisal Policy Capability Policy Complaints WBC/SDBE HR policies. Staff Induction	**Policies** Behaviour Anti-Bullying SEND and Inclusion Education of LAC Medical Conditions Positive Handling Attendance RE Policy Collective Worship Policy RSHE Online Safety including AUPs Home School Agreement Remote Education Suspension and Exclusion Governor Visits Equality (including Accessibility) Admissions Safeguarding and Child Protection	**Policies** All policies are reviewed by the relevant Committee and then come to FGB for formal approval

Terms of Reference
Resources Committee

The Committee shall:

- Provide oversight on behalf of the Full Board of Governors and support to the headteacher on all issues relating to financial and premises matters of the school.
- Consider the financial implications of any premises related priorities on the Strategic School Plan and any associated management plan, including Ofsted action plans and report to the Board of Governors, or other committee, as appropriate, on these implications as required.

In particular, the committee's duties shall compromise the following:

Finance

a) To review the school's annual and longer term (3 year) budget statements in conjunction with the headteacher and the Bursar for consideration and approval by the Board of Governors;
b) To ensure that the school is solvent, that finances are managed with integrity and that resources are managed effectively to achieve value for money;
c) To monitor the budget (and any other devolved funds) and ensure a termly report to the Board of Governors with an evaluation of the use of resources and any appropriate recommendations;
d) To review procurement and contract management;
e) To authorise virement between budget headings, as permitted by the school's Code of Financial Practice and in accordance with the Council's Scheme for Financing Schools;
f) To ensure that the school operates within the financial regulations of the local authority and complies with any DfE and SFVS requirements, responding to any issues arising from the audit of the school's accounts or SFVS review and ensuring value for money;
g) To keep under review the Code of Financial Practice, including the level of delegation to the headteacher for the day-to-day financial management of the school and present to the Board of Governors any recommendations for change;
h) To review and approve the annual budget reflecting priorities in the Strategic School Plan;
i) To oversee the expenditure and auditing of funds other than the school's delegated budget; to report on the position of Governors' Accounts, including: the School House Account; Deposit Account; CCLA (COIF Charities Deposit Fund); SDBE Partnership Account/DFC Statement and the Governors Fund;
j) To review the School Fund and audit findings
k) To monitor service contracts, or other arrangements entered into with the Council or other external organisations, in terms of effectiveness and value for money;
l) To review and monitor all aspects of the school's insurance cover
(m) To approve and adopt financial policies and procedures, as appropriate

Premises, Health and Safety

a) To monitor and evaluate health and safety and emergency procedures ensuring that necessary checks and risk assessments are carried out termly and action points are implemented to ensure that the school is a safe environment;
b) To monitor the condition of the school premises with the Premises Manager and School Bursar reporting to the SDBE and the Local Authority where appropriate;
c) To agree priorities for medium and long term plans relating to the repair, maintenance and development of the premises taking advice from the SDBE and the LA as appropriate;
d) To contribute, in conjunction with the headteacher and the appointed School surveyor, to bids for external funding from either the Diocesan Board of Education or the Department for Education for capital expenditure projects (or others) as appropriate;
e) To ensure that the SDBE is consulted and that governors and appropriate staff have due regard to the DfE Blue Book when making decisions regarding school buildings and the school site;
f) To receive reports on any on-going maintenance, building work or bids for capital expenditure;
g) To monitor the use of, and expenditure against, devolved formula capital allocations made to the school;

h) To manage and maintain the Governors' Fund to ensure that any required work can be funded in accordance with the requirements of a Voluntary Aided School;
i) To consider reports from the Head or the Premises Officer, as appropriate, on premises related issues and act on such reports within the powers delegated to the Committee;
j) To ensure adequate 100% insurance cover is provided for the school premises and contents;

Staffing

a) To keep under review and implement personnel policies relating to staff (discipline & grievance, redundancy, appraisal and staff development, performance management & capability, sickness absence, pay and *terms and* conditions of employment) and to refer any changes to policies to the Board of Governors for approval, consulting with staff where appropriate.
b) To ensure that the necessary arrangements are in place for the performance management of teaching staff in the school and that an up-to-date job description is available for each member of staff at the start of his/her performance management cycle.
c) To ensure that there is a robust process linking performance management and appraisal to salary progression.
d) To receive an annual report from the headteacher on the implementation of performance management and to report this to the Board of Governors.
e) To ensure that performance management systems have an impact on school improvement including, improving teaching, leadership and management, and that opportunities are provided for promotion.
f) To monitor the quality and effectiveness of the continuing professional development programme for staff and opportunities provided for promotion to ensure that it is based on staff needs including the needs of newly qualified teachers and teachers at an early stage in their career.
g) To review and approve the staffing complement and staffing structure (both teaching and non-teaching) in consultation with the headteacher and in relation to the School Improvement Plan.
h) To ensure that middle leaders are developed and to consider succession planning and the development of future leaders in the school.
i) To ensure that at least one member of the Committee has completed the accredited safer recruitment training and to monitor the effectiveness of the School's safeguarding procedures, including the single central record.
j) To ensure that staff and governors access up-to-date Safeguarding training and that procedures take account of the Prevent Duty and relevant guidance.
k) To monitor the impact of the equality policy in relation to recruitment and promotion.
l) To keep under review the policy on staff consultation.
m) To recruit and appoint all permanent teaching staff as necessary, nominating from their number one governor to take part in the selection and interview process.
n) To ensure that a teacher is appointed as the Special Educational Needs & Disability Co-ordinator (SENDCO) and has received appropriate training.
o) To keep under review the school's capacity for supporting other schools.

Pupil Committee

The Committee shall:

- Ensure that methods of self-evaluation, linked to the Strategic School Plan are robust and underpin actions and plans that focus on areas requiring improvement and are regularly updated to reflection information on curriculum and standards.
- Keep under review short, middle and longer term improvements, incorporating the aims of the Strategic School Plan.
- Monitor the appropriate sections of the school's self-evaluation.

In particular the committee's duties comprise the following:

Policy and statutory requirements

a) To ensure that the statutory requirements of the curriculum are being met and that the Strategic School Plan addresses curriculum priorities.
b) To ensure that the school offers a broad and balanced curriculum that provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of life in modern Britain and focuses on priorities which ensure pupils make excellent progress in reading, writing and mathematics.
c) To keep under review the School's Blended Learning Plan to ensure high quality online teaching in case of Covid-related need for remote learning.
d) In consultation with the headteacher and appropriate staff, to monitor, keep under review and, where necessary, update curriculum policies and the RHSE Relationships Health and Sex education policy and ensure any amendments are presented to the Board of Governors for approval.
e) To ensure that the School meets the statutory requirements in meeting the needs of pupils with special educational needs or disability (SEND) (including those with Education & Health Care Plans), publishes and makes parents aware of its SEND policy and reports annually on the policy's success.
f) To monitor the impact of the equality policy in relation to teaching and learning, curriculum, assessment, achievement and progress.

Curriculum Provision

To monitor:

a) the impact of intervention strategies and additional support;
b) to monitor the effectiveness of PPG strategy
c) the effectiveness of assessment techniques, including assessment for learning;
d) the impact of provision for disabled pupils and those with special educational needs;
e) the impact of provision for different groups of pupils, including vulnerable children and looked after children, those eligible for the pupil premium and other such resources, More Able pupils;
f) the effectiveness of the quality of teaching, learning and assessment and, in particular, literacy (including reading, writing and oral communication) and mathematics;
g) the effectiveness of the quality of early years provision;
h) the extent to which pupils, including those from different groups, engage in decision-making or consultation about issues which affect the quality of their learning;
i) the effectiveness of partnerships with other schools, external agencies and the community (including business) in improving the school, extending the curriculum and increasing the range and quality learning opportunities.
j) To monitor the spiritual, moral, social and cultural development of all pupils and ensure that this promotes tolerance of and respect for people of all faiths (and none), cultures and lifestyles.

Pupil Performance

To monitor pupil performance, as follows:

a) scrutinise internal and external data, the data dashboard and the effectiveness of data-tracking in monitoring pupil progress;
b) in consultation with the headteacher, set targets for national curriculum tests and assess the school's progress against Government floor standards and coasting schools definition;

c) review pupil progress (3-year trends) taking account of value-added indices for the school overall and for different groups (including those who have special educational needs or attend off-site alternative provision, disabled pupils, disadvantaged pupils and the most able) and subjects, including those who have received intervention/additional support, those who joined the school after the normal phase transfer time, together with expected rates of progress;

d) where applicable, review information on the proportion of pupils attaining particular standards against national averages (3-year trends), with a focus on pupil attainment in reading, writing and mathematics, the outcome of most recent phonics screening check, average point scores, Early Years Foundation Stage Profile data, etc;

e) scrutinise Link Adviser reports

f) to ensure that the pupil premium, sports premium and other additional funding are used effectively to overcome barriers to learning, including reading, writing and mathematics and to liaise with the Resources Committee regarding the statement to be published on the website, particularly in relation to its impact on attainment.

g) to ensure that parents are kept informed of pupil progress in accordance with statutory requirements.

Personal Development, Behaviour and Welfare of pupils

a) To monitor:
- The extent to which pupils enjoy and have a positive attitude to learning, are self-confident and assured, have respect for each other and adults and have regard to British values;
- The extent to which pupils, including those from different groups, contribute to the school and wider community and engage in decision-making or consultation about issues which affect the quality of their learning;
- The effectiveness of partnerships in promoting well-being;
- The effectiveness of support structures in promoting personal development and well-being.

b) To rigorously monitor pupil attendance, punctuality at school and in lessons, the follow-up procedures for absent pupils and the impact of the school's strategies to improve behaviour and attendance.

c) To ensure that the school conducts effective risk assessments and has effective e-safety arrangements and that robust strategies are in place to ensure that pupils are able to assess and manage risk effectively, including the risk of abuse, sexual exploitation and extremism and to keep themselves safe, especially when using the internet and social media.

d) To keep the Behaviour Policy under review and to monitor its effectiveness, including the impact of rewards, promoting good behaviour and respect for others.

e) To monitor patterns of permanent, fixed-term and internal exclusions for different groups of pupils and the impact of fixed-term exclusions on behaviour and the school's follow-up and support of excluded pupils and consider whether there are any trends in the data which need to be addressed.

f) To keep under review the Board of Governors' arrangements for suitable, full-time education of pupils excluded for more than 5 school days.

g) To monitor types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment, including any relating to prejudice against particular groups, eg race, religion and believe, sex, sexual orientation, gender reassignment, special educational needs, or disability.

h) To monitor the effectiveness of the school's actions in tackling and preventing discriminatory and derogatory language and the school's response to extremist or discriminatory behaviours.

i) To liaise appropriately with the School Council, Pupil Faith Group, Anti-Bullying Ambassadors and Digital Leaders and to ensure that the Board of Governors is informed of pupils' views and responds appropriately.

Parents and the Community

a) To keep under review a policy for communication with parents/carers and monitor the effectiveness of the school's engagement with parents and carers, including 'parent view' and other internal surveys.

b) To seek the views of parents/carers about the school and present these to the Board of Governors for action and report back to parents.

c) To ensure that parents are aware of their right to withdraw their child from RE and Collective Worship.

d) To ensure that the school prospectus is reviewed annually and that the statutory requirements for the school website are kept up to date.

e) To monitor and develop home-school links and keep under review the home-school agreement.

f) To liaise appropriately with FOASS.
g) To ensure that the school meets the required standards in the provision of school lunches or other school food.
h) To monitor and evaluate the provision and outcomes of extended school activities.
i) To ensure that School Visits are carried out and are used as an effective tool to see the school at work to inform decisions taken by the Board of Governors.

Faith Group

To ensure that the distinctiveness and effectiveness of a church school is maintained and enhanced.

a) To preserve, protect and develop the school's Christian ethos and ensure that this informs, permeates and impacts upon all aspects of school life. To keep under review short, middle and longer term plans and objectives.
b) To keep under review the Statutory Inspection of Anglican & Methodist Schools (SIAMS) self-evaluation toolkit. To monitor the impact of provision under the 4 key questions of the toolkit (e.g., questionnaires, interviews, RE subject leader reports, lesson observation feedback).
c) To monitor the impact of Spiritual, Moral, Social and Cultural development in the school.
d) To address any developmental issues from the previous SIAMS Inspection.
e) To provide a forum for robust professional discussion amongst a group of stakeholders around aspects of being a church school including the relationship between Christian values and British values and community cohesion.
f) To keep under review policies for Religious Education and Collective Worship and Spiritual, Moral, Social and Cultural development and advise on the implementation of these policies (e.g., RE syllabus, planning of school worship etc.).
g) To foster and develop links between the church, the school and The Diocese.
h) To maximise the use of SDBE resources (e.g., advisory support, use of SDBE website, the SDBE training programme).

School Visits

Maintain oversight of School Visits to inform decisions taken by the Board of Governors.

Admissions (managed by sub-committee)

(a) To determine applications for admission in accordance with the Board of Governors' published admission policy whenever there is a decision to be made between applicants and, if there is oversubscription, to establish a waiting list in accordance with the governors' policy.
(b) To authorise the Admissions Committee to give power to the headteacher, or the Chair of the Admissions Committee, to admit applicants outside the normal admission round where a decision does not have to be made, i.e., where a vacancy or vacancies exist and the number of current applications does not exceed the number of vacancies. Such actions must be carried out in accordance with the protocols in the LA in-year co-ordination scheme where it exists.
(c) Once a waiting list has been agreed by the Admission Committee for any year group, the headteacher, or Chair of the Admissions Committee, will have power to admit pupils in accordance with that list, provided that no new application has been received since it was established or reviewed, in which case any vacancy must be referred to the Committee for determination.
(d) To ensure that the consultation on the school's admission arrangements (where required) takes place within the required timetable, and within that process, that the admission arrangements are determined each year by the full Board of Governors regardless of whether, or not, changes are made.
(e) To advise the full Board of Governors on any changes to the admission arrangements and to seek the Board of Governors' approval to the changes by the required date.
(f) To ensure that arrangements are in place for parents to appeal against the Committee's decision not to offer a place.
(g) To carry out its duties in accordance with the DFE Codes on Admission and Admission Appeals and with regard to the guidance of the Southwark Diocesan Board of Education. The Board recommends that at least one governor is a foundation governor; a parent governor will have to withdraw if the applicant is well known to them and there is doubt about their ability to act impartially, or if they are applying for a place for their own child.

(h) To monitor the admission and appeals process and analyse the intake each year to ensure that the policy does not discriminate against any section of the community and bring appropriate matters to the attention of the Board of Governors.

(i) To report any decisions taken on behalf of the Board of Governors to the next full meeting.

Committees determined each year by FGB

Pupil Discipline Committee (convened as required)

Membership: At least three governors, not including the Head, or a pool from which the minimum of three governors may be drawn.

Meetings: As and when required.

Terms of reference

- To review the use of exclusion in the school;
- To hear representations from parents in relation to the exclusion of a pupil;
- To consider exclusions of more than five days in any one term, permanent exclusions or exclusions which would prevent a pupil from taking a public examination;
- To have regard to guidance issued by the DfE in relation to the exclusion of pupils.

Delegation

- The Chair of Governors has the power to take action on exclusions in an emergency, i.e. where a delay in exercising the function would be likely to be seriously detrimental to the interests of the school, a pupil at the school or its parents. This could include circumstances where it would be impractical for the committee to meet before a public examination takes place, to consider the exclusion of a pupil who would be unable to take that examination unless reinstated.

Head Teacher's Performance

To nominate 2 governors to carry out the head teacher's performance management review in conjunction with the LA Link Advisor.

**It is recommended that one of these governors is also a member of the Pay Committee since the performance management review may be pertinent to the Pay Committee's decision. A governor who has been party to the performance management review discussions can inform the Committee about whether the headteacher has met the targets. This helps to minimise the number of governors handling sensitive information.*

Pay Committee

Three governors, (in addition to the headteacher[1],) to act as the Pay Committee:

Terms of Reference

- To review and determine each year the levels of pay for all teaching staff. This must be within the approved budget and in accordance with the current School Teachers' Pay and Conditions Document;
- To communicate decisions on teacher's pay to staff in writing in accordance with the current School Teachers' Pay and Conditions Document. (The headteacher will issue the annual Pay statements on behalf of the Pay Committee no later than 31st October, and the Chair of Governors will issue the headteacher's pay statement no later than 31st December)

- To review and determine each year the levels of pay for all non-teaching staff. This must be within the approved budget and in accordance with the National Joint Council for Local Government Service or other appropriate bodies, including any local agreements.
- To communicate decisions on non-teaching staff pay in writing as soon as practicable after such decisions are made. Such decisions will normally be communicated to staff by the HT on behalf of the Pay Committee.
- To determine any application for early retirement and the level of enhancement of pension payments and lump sum payment in accordance with the pay policy and in consultation with the LA (if appropriate).

[1]**The headteacher cannot be a member of the Pay Committee where his/her own pay is being considered.**

Head teacher or Deputy Vacancy
This committee is responsible for drawing up the job-description, shortlisting candidates and developing the interview format for these posts. The SDBE should be consulted during the course of this process. The head has no part in appointing their successor. Governors who are also employed by the school should not sit on the interview panel

Complaints - convened if a formal complaint is received
Follow all aspects of the complaints Policy