



GOVERNOR -STAFF LINKS POLICY

NEW FROM TLC : JUNE 2024

MINUTE NUMBER APPROVAL : 1995

NEXT REVIEW DATE : JUNE 2026

Hadfield Infant School

Governor - Staff Links Policy

“Improving the work of the school together”

Introduction

We want Governor Staff Links to be a shared endeavour, built on trust. The Policy has been designed to ensure the inevitable judgements that will be made are mutually agreed. It draws on National Governors’ Association Guidance and other documents.

Visits are to raise awareness and strengthen the knowledge of Governors and Staff about the effectiveness of the school. They are not inspections. We want Staff and governors to discuss all issues openly, including positive feedback and concerns, so we can identify the next steps. Governors and staff must be ready to say, “That’s something we’ll need to ask the Head’s advice about”.

Whilst notes may well be made during the visit, the “Visit Report Form” will be what both Governor and Staff agree. If the report cannot be written in school, notes will be taken and written, or typed up, by the governor, or member of staff, after the visit and circulated for agreement, prior to submission. The member of staff will retain the original, a copy will be kept by the Governor and another by the Headteacher. A copy will be put on file with the Clerk to the Governors and also on the Secure Governor Zone. This signifies the key leadership role we want the member of staff to assume during the visit. Outcomes from the visit may well be discussed at Governing Body Meetings.

Background

This new policy builds on the work of the Governing Body, including the Headteacher, in agreeing not only the vision and policies for the school but also how each is working in practice.

Policy Statement

The purpose of this policy is to ensure that all governors, working alongside the Headteacher, are:

- knowledgeable and supportive of how the school policies and procedures they have agreed are put into practice by school staff,
- confident about what is working well in school and able to contribute to discussions, with staff the Headteacher and the governing body, about how further improvements will be planned.

and that staff feel:

- willing to celebrate successes and raise issues for improvement
- able to share their thinking and demonstrate pupil progress
- confident and supported in their well-being and professional development

Impact

The Governors and staff of *Hadfield* Infant School want this policy to have a positive impact by:

- strengthening the Governing Body's approach to strategic improvement, by linking and informing its work supporting the Headteacher and staff. This impact will be crucial in the production of key documentation including: The Evaluation Summary; The School Improvement Plan and Subject Improvement Plans.
- enhancing the staff's approach to teaching and learning by empowering their professional development through the dissemination of positive outcomes for pupils and openly exploring ways school leadership, including the Governing Body, can support them further

Note to Governors before first visits:

These visits are the keystone of our School Improvement Work. We are exploring whether what we say we are doing matches what actually happens. It's about tracing the thread from policies (we've approved) through the plans into what happens between teachers, adults and children. NB In all this we are not and should not try to be Ofsted Inspectors, although Ofsted Criteria are useful for us to refer to, as are statutory policies and our own, local agreements and our own Ofsted+ criteria

In essence visits, alongside our professional colleagues, are about asking a version of the 4 questions we can use with students, teachers, head teachers, CEOs, friends, and indeed anyone who wants to develop self-evaluation and planning skills:

1. **How's it going, in relation to where you/we need to be?** *(Listening to staff views and asking questions of clarification)*
2. **Can we see the impact of what was planned?** *(Tracking plans, policies, schemes of work etc. into action. Being shown and sharing the gathering of information, by listening, watching, discussing, and agreeing the IMPACT of our plans and policies.*
3. **What's helping and hindering progress?** *Analysing what has and might help and hinder progress. Prioritising where we might focus action.*
4. **(So...) What can you/we, as staff and governors, do to sustain improvement?** *Feeding back our review into the appropriate planning cycle*



Name: HADFIELD INFANT SCHOOL – Governor & Staff Link Visit Form

Please action the BLUE ITALIC visit checks before visit

NB This form can be typed up

Focus of visit

As agreed with Headteacher and Staff Member(s)

Documentation

It will be useful to have available

- *School Improvement Plan*
- *Subject improvement Plan*
- *Access to relevant Policies*

Date and timings of visit

(Agree with Headteacher and Staff)

Name of Governor

Link subject

Name of Member of Staff

Role/Job Title

Areas of school

Group(s) visited

- *It is recommended that rough notes are made during the visit*
- *The governor, or staff member, may write/type up findings and circulate for agreement before submission.*

Brief notes of governor and teacher agreed during the discussion.

- Describe the visit in general eg activities, what happened, what was seen.
- Note specific evidence demonstrating the positive impact the school is having in this area.
- Where a positive impact is not yet being made note suggestions for action and support that might help (below)

NB This section will expand to accommodate the agreed text

Suggestions for Headteacher

Suggestions will be considered by the Headteacher and, as appropriate, the Governing Body.

Signed – Governor

Signed – Member of staff

Signed – Headteacher

Comments: