SGC Sub-committees

Background
This section is taken from the current Terms of Reference. Each SGC will have a Finance Sub-Committee, or at least Finance Governor, selected by the Chair, with responsibility for monitoring, alongside the Head Teacher, how the school's finances are used to support priorities and outcomes for pupils, as well as the use of non-public funds held by the school. Alternatively, as school expenditure is monitored closely by DCS, the role of ensuring that spending is aligned to the priorities of the school, could fall to a representative of another sub-committee such as one focused on the curriculum. It is important to note that Head Teachers in DCS schools do not have the same budget delegations as Head Teachers in England and that financial propriety rests with DCS. An individual named Governor should be selected and appointed by the Chair with specific duties and responsibilities for the following key areas:

a. Safeguarding Governor to maintain oversight of the DCS Safeguarding Directive 3.2.1 and practice;

b. SEND Governor to maintain oversight of inclusive practice;

c. Early Years' Governor to maintain oversight of Early Years provision and practice, including any Setting associated with the school

The SGC Chair may determine that other sub-committees or individual named Governors should be established for specific purposes to meet the needs of the school. For example, sub-committees may be established around the key priorities of the school, to ensure that progress towards identified improvement can be monitored. In such cases, the SGC must determine the membership and terms of reference of the sub-committee. The sub-committee must have a chair, appointed by the SGC or elected by the sub-committee. The SGC must review the establishment, terms of reference and membership of any sub-committee or Individual named Governors annually. Some SGCs are already thinking about well-being as a potential link role.

Sub-committee terms of reference set out some recurring structures.

Purpose of SGC
- To ensure clarity of vision and ethos (in line with DCS vision, values and strategy)
- To hold school and setting leaders to account for the educational performance
- To support leaders in providing positive outcomes for all learners and their families
- To act in the best interests of learners, helping secure a comparable English education

Big questions to consider
- Do learners receive the highest quality of education and care they deserve
- What difference will this decisions/actions/inaction make to the learners?
- Do leaders use evidence to judge themselves objectively and robustly?
- Do leaders prioritise the right things in the right way to improve performance?

Role
- Work closely with leaders to shape and communicate the vision, ethos and strategic direction of the school
- Work with leaders to ensure safeguarding policies and procedures are robust and that the school provides a safe, healthy environment for pupils and staff
- Balance support and challenge for leaders to continuously improve
- Understand the outcomes (statutory assessments and internal data) that all pupils achieve (impact of the curriculum)

- Ensure that that the curriculum sets out the knowledge and skills learners need (intent) and is well delivery (implementation)
- Monitoring, alongside the headteacher, how the school's finances are used to support priorities and outcomes for pupils, as well as the use of non-public funds.

Fequency of meetings and sources of evidence.

Moving forwards
Many of the SGCs have evolved into their own structures, including personnel or the environment. The essential thing is to ensure everyone is covered. Variety is fine, variation is not. The National Governance Association (NGA) recommends four sub-committees. Some SGCs do not have the capacity or capability to meet so often. The main thing is to cover the essential things – the 4 s words: safeguarding, special educational needs and/or disabilities (SEND), stakeholders and standards.

Standards	Monitor school performance – reviewing data, including exam results, attendance and achievement. Work with Schools and Settings to identify areas for improvement.
Stakeholders	Develop communications channels, consult stakeholders and work in partnership with the local community. Ensure stakeholder views e.g. pupils and staff are accounted for.
Safeguarding	Monitor safeguarding practice, ensuring compliance with DCS directive and statutory responsibilities.
SEND	Ensure pupils with SEND get the support they need and seek promise that staff are adequately trained.

Standards

1. Ensure that the DCS **vision, ethos** and **strategy (v/e/s)** is adopted and applied by leaders.
2. Work with leaders to review and ensure vision and values aligns with v/e/s and embedded in the curriculum.
3. With leaders, check and challenge areas for **improvement** plans and monitor strategies to address them in line with DCS strategic objectives e.g. SEND, EY, as well as **impact.**
4. Monitor **performance** through reviews of assurance processes (Paper ROSE; ROSE visit and external inspection), performance data (inc exam results/IDSR/progress), **attendance**, **behaviour** and **achievement**.
5. Ensure that the DCS **curriculum** is being provided in an appropriate manner for the context.
6. Ensure that policies (directives) and procedures are in place, that the school is operating effectively in line with these and considering the impact of key directives e.g. SEND, SG, H&S
7. Establish a strong relationship with the headteacher. This includes identifying areas for improvement and providing effective support/challenge, including providing feedback for their **performance management**.
8. Work with leaders, check that the **unique offer** is communicated and experienced by all learners.

Stakeholder engagement

1. Consult **stakeholders** – local command, parents, staff and pupils – and use insights to inform decision-making.
2. Help stakeholders to **understand the DCS vision** and values for the future.
3. Provide regional command with **insight** into the challenges and opportunities faced by the local community.
4. Actively canvas **feedback** from key stakeholders about what's working well/even better ifs/needs/concerns.
5. Actively **celebrate** the successes of the school and the achievements of learners.

Safeguarding (see link governor responsibility)

1. Designate a <u>link governor</u> to take responsibility for leading on safeguarding on behalf of the SGC.
2. Work with the **designated safeguarding lead** (DSL) and develop professional partnerships and trust.
3. Monitor and understand how safeguarding works in terms of procedures, practice and culture. Review the effectiveness of safeguarding arrangements and keep the SGC informed.
4. Keep **up-to-date** and briefed on emerging issues, successes or requirements – inc for pupils with SEND (supported well and fully included in all aspects of school life).
5. Ensure that policies and practice prioritise **safety** (inc estates), **welfare** and **well-being** within the local context.

SEND (see link governor responsibility)

1. Designate a link governor for pupils with special educational needs and/or disabilities (**SEND)**.
2. Ensure that the DCS policy for pupils with SEND is implemented and adapted to the context. For clarity, agree how the school knows the policy is effective or not.
3. Work in partnership with the special needs coordinator (**SENCO**) including seeking assurances that all staff are trained well to implement strategies to support plans.
4. Understand and monitor effective SEND **practice**, including ensuring adequate resources are provided to support educational progress.
5. Support the SGC to monitor SEND **provision,** referring to pupil outcomes and other relevant data or reports so that the SGC can triangulate assertions from the school.