

Bury Governance Development



BGD

**Bury Governance Development
Develop Support Improve**

Terms of reference 2019-2021

Bury Governance Development

Aim

Our overarching aim is to improve the life chances of the children and young people of Bury by enabling them to achieve their full potential. We will achieve this by developing the capacity and capability of governance in education in Bury.

Vision

There is an increasing expectation from government that governors and trustees are fully equipped with the skills to carry out their statutory duties effectively and efficiently. The expected competencies for governing boards are detailed in the DfE's Competency Framework for Governance. It is our vision that Bury will be a place where:-

- all schools and academies benefit from outstanding governance;
- governors and trustees work together in partnership with each other and service providers to continually develop their capability and capacity and to play their part in the schools-led system;
- all governors and trustees grow in effectiveness through excellent, induction, training, coaching and mentoring programmes;
- we aspire to draw all governors and trustees into collaborative working to support wider school improvement;
- investing in governor and trustee training and development is recognised as representing excellent value for money;
- the quality of governance is nationally recognised.

Remit

A group of school governors and trustees working together and in partnership with key stakeholders to enhance governance development in ways which increase the capacity of individual schools and academy trust boards to achieve quality outcomes for their students. The group will canvass external views and benchmark against other areas to identify best practice. This can be done more efficiently and effectively if governing boards and trust boards use their combined purchasing power.

Support

As volunteers, the Bury Governance Development Committee will commission support to facilitate their work; to ensure that the delegated finances are managed effectively and to provide effective administration to deliver training courses and to support the committee in its work.

Bury Governance Development Committee Terms of Reference

Role and responsibilities:

The Bury Governance Development Committee is a sub-committee of the Bury Governor Association Executive Board. It brings together representatives from the BGA, school governing bodies and academy trust boards to ensure that governance development is delivered effectively, in particular:

To agree and decide on the Bury Governance Development plans for each term and beyond and to agree any supporting documentation (e.g. the Training Course Guide);

To monitor and report on progress against the plans and agree any revisions necessary as the training programme progresses;

To rigorously monitor the finances accumulated from the subscriptions from BGD member organisations and oversee the financial performance of the Committee and make sure the money is well spent;

To assist in problem solving;

To identify and manage risks/benefits and issues;

To periodically evaluate the impact of the governor training, development and induction programmes;

To agree any re-prioritisation of work or re-allocation of resources necessary to ensure milestones are reached and risks/benefits managed effectively;

To address issues brought to the Committee;

To implement and keep under review a protocol for the Committee;

To oversee arrangements for school governors and academy trustees involvement in formulating and monitoring the annual Board Plan;

To work with the BGA in monitoring the operation of the Bury Governor Association website.

Bury Governance Development Committee members are appointed by the Bury Governor Association Executive and are nominated by governing bodies and academy trust boards

The Committee will consist of:

- Representatives from school governing bodies and academy trust boards, one of whom will be elected annually to the position of Chair of the Bury Governance Development Committee and one will be elected as Vice-Chair (the Chair and Vice-chair may be drawn from the same designation of school). The elections for Chair and Vice-Chair will take place in the Spring Term so their term of office commences at the start of each new financial year;
- Committee members will serve a three year term of office with a rolling programme of recruitment to ensure continuity. Members may serve for more than one term of office;
- It will meet at times which will ensure maximum attendance;
- Additional attendees may be invited when particular issues are under consideration and there is a need to report on progress or answer questions;
- Where a governor/trustee who displays a clear commitment to governor development is identified by a Committee member, they may be invited to attend a Committee meeting. Should that governor feel that they wish to contribute to the work of the Committee the Chair will seek the views of members on the suitability of the governor to be appointed and the appointment will be recommended to the Bury Governor Association Executive. If the Executive supports the appointment the Chair will invite the governor/trustee to join the Committee;
- The Chair of the Bury Governor Association will be an ex officio member of the Committee by virtue of holding that office and will remain a member of the Committee for as long as they hold that position on the BGA;
- A Local Authority representative will be invited, to provide an overview of Bury schools and to ensure that there is effective coordination between school improvement strategies and developments in governance.

Bury Governance Development Committee Meetings:

The Committee will:

Meet at least once a term to agree key decisions and agree and review programmes.

Bury Governance Development Committee Protocol

Members will:

- Declare where the member/their school or trust board has an interest which may influence their decision making and cause a potential conflict;
- Secure the minuting of the Committee meetings and receive/act on minutes;
- Secure the publication and distribution of information (e.g. committee minutes, development programme plans, decisions from the committee, financial records) to the member schools or trust boards;
- Ensure that financial procedures are followed and carried out as required by securing appropriate financial advice;
- Have a training and development impact evaluation process in place;
- Have a procedure for dealing with confidential items;
- Have a scheme of delegation in place to guide the work of the service facilitator.

Bury Governance Development Reciprocal Expectations

Bury Governors/Trustees:

Each 'bought in' school or trust board is an equal partner of Bury Governance Development.

Bury Governor/Trustee responsibilities:

Each 'bought in' school or trust board should:

- Put in place a link governor/trustee for governance development;
- Ascertain, collate, analyse and prioritise the training needs of their trust board or governing body by regularly undertaking a skills audit;
- Inform the Bury Governance Development Committee of these needs in order to provide and facilitate training and support;
- Identify clearly with detail the training and development needs at:
 - Individual level;
 - Local governing body level;
 - Governing body level;
 - Trust board level;
- Identify desired outcomes at the planning stage in order to be able to evaluate impact;
- Identify whether each training need requested is to be centrally provided, or whether it is required as board to board, school-to-school, or in-school support;
- Ask questions of, receive from and respond to, reports/requests from the Bury Governance Development Committee.