



Bury Governance Development Board

Terms of reference 2016-2018

Bury Governance Development Board

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 school and academy governance in Bury.

Vision

There is an increasing expectation from government that governors are fully equipped with the skills to carry out their statutory duties effectively and efficiently. It is therefore our vision that Bury will be a place where:-

- all schools and academies benefit from outstanding governance;
- governors 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 grow in effectiveness through excellent training, induction, coaching and mentoring programmes;
- we aspire to draw all governors into collaborative working to support wider school improvement;
- investing in governor training and development is recognised as representing excellent value for money;
- the quality of governance is nationally recognised.

Remit

A group of school governors working together and in partnership with the Local Authority and other key stakeholders including the Bury Teaching School Alliance and NCTL to enhance governor development in ways which increase the capacity of individual schools, academy trust boards and academies to achieve quality for their students. This can be done more efficiently and effectively if governing boards and trust boards use their combined purchasing power.

Bury Governance Development Group

Terms of Reference

Role and responsibilities:

The Bury Governance Development Board (BGDB) will bring together representatives from academy trust boards and school and academy governing boards to ensure the Governance Development Service runs effectively, in particular:

To agree and decide on the Bury Governance Development plans for each term and beyond and to agree any 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;

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 develop coaching and mentoring capacity to support new chairs of governors and governors through, for example national and local leaders of governance;

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 Board;

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

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

To ensure the required resources are available at the right time and in the right location by overseeing the financial performance of the Board and making sure the money is well spent;

To oversee the development and operation of the Bury Governance Development website.

Bury Governance Development Board Membership working in partnership with the Bury Governors Association (BGA) and nominated by governing boards and academy trust boards and academy boards

Will consist of:

- Representatives from school governing boards and academy trust boards and academy governing boards, one of whom will be elected annually to the position of Chair of the Bury Governance Development Board 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;
- Board 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;
- A Local Authority Schools Improvement Service 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;
- 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 who displays a clear commitment to governor development is identified by a Board member, they may be invited to attend a Board meeting. Should that governor feel that they wish to contribute to the work of the Board the Chair will seek the views of members on the suitability of the governor to be appointed to the Board. If the majority of members support the appointment the Chair will invite the governor to join the Board.
- The Chair of the Bury Governor Association will be an ex officio member of the Board by virtue of holding that office and will remain a member of the Board for as long as they hold that position on the BGA Executive Committee.

Bury Governance Development Board Meetings:

The Board will:

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

Bury Governance Development Board Protocol

Members will:

- Declare where the member/their school, trust board or academy has an interest which may influence their decision making and cause a potential conflict;
- Secure the minuting of the Board meetings and receive/act on minutes;
- Secure the publication and distribution of information (e.g. board minutes, development programme plans, decisions from the Board, financial records) to the member schools, trust boards or academies;
- Ensure that financial procedures are followed and carried out as required;
- 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 provider.

Bury Governance Development Board Reciprocal Expectations

Bury Governors:

Each 'bought in' school, trust board or academy governing board is an equal partner of the Bury Governance Development Board.

Bury Governors' responsibilities:

Each 'bought in' school, trust board or academy will:

- Put in place a link governor for governor development;
- Ascertain, collate, analyse and prioritise the training needs of their trust board or governing board by regularly undertaking a skills audit;
- Inform the Bury Governance Development Board 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 board level;
 - Governing board level;
 - Trust board level;
- And 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 Board.